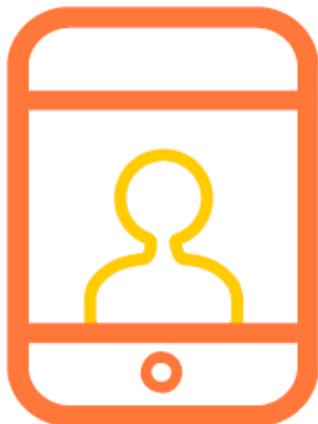




Exploring  
**SELF-ESTEEM  
AND  
ATTENTION**



**Activities about live streaming  
for 8 - 11 year olds to build  
resilience, online and offline.**





## Session plan- Positive and unhealthy attention

### Notes for those delivering the session

CEOP have seen an increase in primary school aged children using live streaming apps and sites. With all online platforms, there can be an element of risk - live streaming is no exception and comes with some of its own unique safety challenges.

Some of the main behaviours we are seeing that drive enjoyment of live streaming is the affirmation and attention that it brings, as well as the short term boost to the users self-esteem. These educational activities aim to help children to understand more about healthy and un-healthy attention online (as well as off) and think about where they can seek positive attention without the risk of abuse and exploitation.

There is also a short poem that has been created to help children think about what they do when they are creating videos or chatting to people online.

### Objectives

- Learn about the concept of good and bad attention
- Identify examples of different types of attention.
- Share examples about when they have demonstrated good attention behaviours.
- Explain what they might do in their lives to focus more on good attention.

### Safeguarding

- It can be helpful to explain to children at the beginning of the session, or prior if you feel it is necessary, that the activity they will do might bring up some feelings or make them think of times they have done something negative for attention. This allows the children the opportunity to mentally prepare for the session and know that it is ok if they have some questions or feelings about what they hear. If a child is engaged with support staff for additional needs, prior notice allows them to have the opportunity to discuss the session with them beforehand if they choose to do this and see if it is suitable and they may also wish to discuss issues following the session.
- Let young people know that they might hear things that they have done in some of the things that are spoken about (examples of unhealthy attention seeking behaviours) and that this is ok, and no one has done anything wrong.
- Ensure that you have an awareness of safeguarding policy in your place of work. Take the opportunity to refresh your memory on what your role is following a disclosure .



- It is helpful to establish an agreement or 'ground rules' at the beginning of the session to help create a safe environment in which they can discuss the issue.

**Activity 1: This has been created to help identify examples of different types of attention (20mins)**

**Preparation for session**

Print off Barometer (can be called a slider scale to make it easier to understand) image in **colour** from (page 8). Print enough for one per pair or one per small group. If time is an issue you may want to pre-cut the barometers and dial so they are ready to go.

Materials- Scissors enough for each group if children are cutting out. PowerPoint if chosen.

**Introduction:** Today's activity is going to be about different types of attention. Ask can anyone explain what giving someone attention is? You might be able to think of a time when you wanted to show someone something and they didn't have time to look, or when someone said well-done for something you have done that really well- that's someone paying attention to us.

**Definition of attention:** It is always nice when someone notices us, talks to us and gives us their time and attention, it can make us feel happy and loved. Sometimes it might feel like people are not listening to us or giving us the time that we want, and this can make us do things that make them pay attention.

1. Explain that you are going to think about different types of attention. Read the definition of attention and what good/positive/healthy attention is and what examples of bad/unhealthy/negative attention are.

Not everything we do for attention is *good/positive/healthy* (use what fits best for the group) and not all types of attention that people give us is *good/positive/healthy*.

**Good/positive/healthy** things that we can do for attention are: E.g. things that you do that you might be proud of at school, or nice things you do for your family and friends.

**Bad/unhealthy/negative** attention that people can give us could be; E.g. Saying you are really cool for doing something that makes you feel upset .

2. Hand out pre prepared barometers/slider scale or ask children to cut out the dial for the barometer from the page. If paper fasteners are available they can be used to attach the dial to the page so it moves across the barometer, or the dial can just be moved manually.
3. Explain that you are going to read out some examples of types of good attention, and bad attention. For each example a volunteer in each pair or small group has to move the dial to where on barometer/slider it should go. **RED for bad attention Orange/Yellow for OK attention and Green for good attention.**



4. After each example ask if anyone can explain why they chose red or green, good or bad.

### Statements to be read out loud

1. ***George is really struggling with his maths homework and asks Jo in his class to help him, Jo takes time to do this and explain things to George. (Good/Very good)***

Explain that it is ok to ask for help when you need it and if someone you know and trust like a teacher, or parent or friend from school or a club, takes the time to help or show you how to do something that is a good attention.

2. ***Bex shares a photo online of her winning her Karate tournament and gets lots of comments on how nice she looks in her Karate suit. (Not so good/ok)*** (Example of objectification)

Explain to group/s although is it nice when people compliment your looks it can mean that they are not looking at your personality and what you are like as a person\*

**\*Personality** can be described as a special thing that you do that makes you unique or that you are known for, for example; being brave, being kind, being funny, being thoughtful, being creative, being calm, being quiet, being active, being cheerful, being messy, being caring or being tidy. Your personality can make others happy and is part of why you might like someone and why they are your friend.

3. ***Omar tells his brother that he is really funny and he enjoys playing Fifa with him and hanging out with him. (Good/Very Good)***

Explain that Omar is saying nice things about his brother's personality\*

**\*Personality** can be described as a special thing that you do that makes you unique or that you are known for, for example; being brave, being kind, being funny, being thoughtful, being creative, being calm, being quiet, being active, being cheerful, being messy, being caring or being tidy. Your personality can make others happy and is part of why you might like someone and why they are your friend .

4. ***Priya likes to play Minecraft and someone keeps private messaging her 20 times a day saying she has to build things with them. (Bad/not so good)*** (Example of Pressure/persistence)

Explain to group/s that if children at school or people you don't know well keep telling you to do something you don't feel good about that is 'Pressure' and it is OK to say no

5. ***Shannell writes a thank you card for her teacher as she has really helped her this week and she wanted to let her know. (Good/Very Good)***



Explain that someone showing thanks and noticing that you did something helpful is a really good type of positive attention.

6. ***Rio is on a game and someone he doesn't know is offering him lots of emoji's and gifts in return for his passcode to his tablet. (Very Bad)*** (Example of conditionality)

Explain that it can feel nice to get given lots of gifts and sometimes if you are playing a game you can get emoji's or if you share a picture it might get lots of likes. But if someone only gives you these things because they want something in return that is not good attention. No one should ask you for something in return just because they gave you a gift.

7. ***Ryan helps his dad with making dinner and washing up and his dad and older sister hug him and say they are really proud of him taking responsibility. (Very Good)***

Explain this might be someone saying well done for something you are proud of, some parents might give a hugs or kisses, some might tell other people about what you have done. They can notice you in different ways.

8. ***Lin does a silly impression of her teacher and Olivia says that it is really funny and she will film it and it will make her famous even though it will upset their teacher. (Not so good/bad)*** (Example of Reward and risk taking)

Explain that this can be bullying and it is not ok for someone to give you attention to do something that you don't want to or that makes you feel, silly or bad and you should always talk to someone you trust if that does happen.

**Getting support:** If anyone feels like they have experienced this sort of negative attention they need to know that they should talk to an adult they trust about how this attention has made them feel and if they are worried or confused about anything.



**Activity 2 : This activity is to help children think about their behaviours and think about what they can do to receive positive attention. (20 mins)**

**Preparation:** Print off statements from (pages 9-10) enough for small groups or pairs and print off 'Pledge cards' enough for one per person from (page 11). They can be cut out in advance to save time if needed.

Parental involvement at home to support positive attention behaviours can help reinforce the learning. A letter to parents explaining the activity and things they can do at home to support have been created as part of this session. This can be sent home for consolidation and understanding about what their children are learning this term.

**Materials:** Scissors and pens/pencils. PowerPoint if chosen.

**Introduction:** Explain that this activity is to help us think about what they can do to receive positive attention when using the internet and when at home or school.

1. Divide children into pairs or small groups.
2. Hand out the statements pre-cut or as two sheets.
3. Ask children to separate out the examples into two piles under the headings 'Things someone can do for good attention' and 'Things someone can do for bad attention' (5 mins+/-)

### **Answers**

#### **Heading: 'Things someone can do for good attention'**

1. Something your parents, teachers and friends would be proud of
2. Being to someone by writing a nice message or comment online to them.
3. Trying hard at school and doing your best
4. Only sharing your videos or photos with people you know and trust.
5. Helping parents/ carers at home with chores

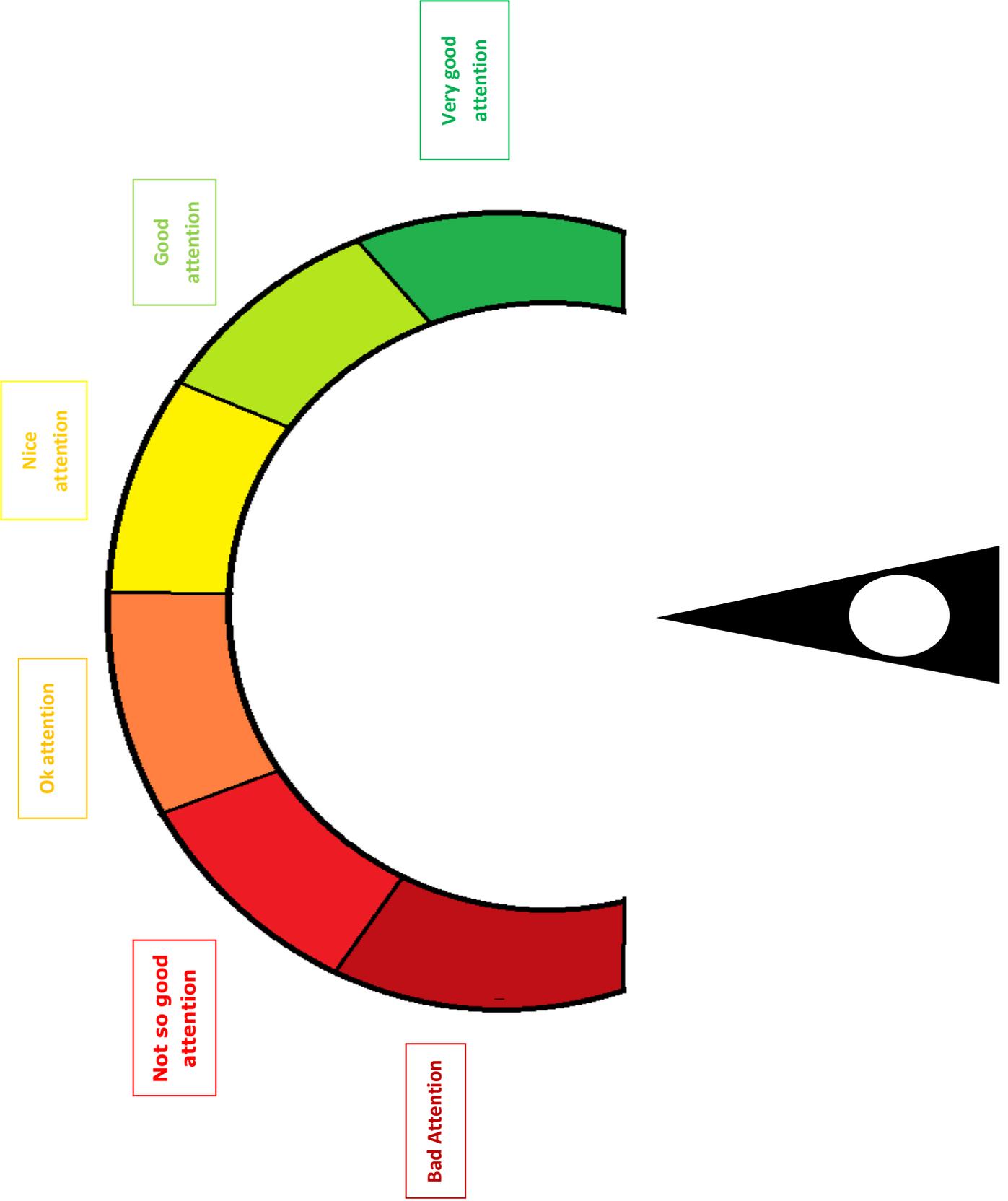
#### **Heading: 'Things someone can do for bad attention'**

6. Breaking rules, even when you know it's wrong.
7. Something that makes you feels uncomfortable
8. Trying to get lots of views and comments online from anyone
9. Sending out and accepting loads of friend requests from people you don't know
10. Screaming/ tantrums



## Plenary

- Read through the answers and see if there were any they struggled with, aiming to explain if there are statements that were harder to understand.
- Ask if anyone can explain what negative/bad attention is.
- Ask if they can remember any things they can do to get positive attention that they can be proud of.
- Important to reinforce that it is ok as we have all probably done the things that get bad attention but it is important that we think about our behaviour and how we could change it for something we can get good attention for.
- **Pledge:** Hand out pledge cards. Explain a pledge is a promise, and ask each child to write a pledge card of something they are going to do that week to demonstrate an action that is about positive attention. If possible time can be set aside in a separate session to reflect on what things they have been doing and how it has been making them feel.





Things someone can do for good attention

Things someone can do for bad attention

Something your parents, teachers and friends would be proud of.

Breaking rules, even when you know it's wrong.

Being kind to someone by writing a nice message or comment online to them.

Trying to get lots of views and comments online from anyone.

Trying hard at school and doing your best.



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Helping parents/ carers at home with chores.

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Screaming/ tantrums.

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Something that makes you feels uncomfortable.

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Sending out and accepting loads of friend requests from people you don't know.

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Only sharing your videos or photos with people you know and trust.

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My pledge for something I will do this week for positive attention is .....



My pledge for something I will do this week for positive attention is.....



### Activity 3: This activity can be done as part of the e-safety/computing or English curriculum (15 mins)

#### Poem about Live Streaming

This poem aims to teach children about how to deal with some of the risks they may face online and particularly if they are 'Live Streaming'. The explanation notes for each line are to help to give background and research findings into the risks that children may encounter online and offer suggestions for how to explain them to children in an age appropriate way.

After reading it a few times it can be learned by the teacher reading the lines of the poem up to the semi colon and the children finishing the line. These rhythm patterns and short lines can help to embed the learning about online safety in a memorable and hopefully enjoyable way.

#### Preparation

Print out or display on screen the poem from (page 14) one per person, give a few minutes for them to read.

Ask the following:

1. Is the poem about being online or on tablet/phone or about being at school? Explain this activity will be about chatting and being on the internet and some of the attention that they might experience from people online.
2. What do they think each line is about? [Can write on print outs/ use sticky notes or discuss as a class with it on a screen.]

#### Explanation for each line

**Chat to, just a few-** It can feel exciting to talk to people when on your tablet or phone when playing games, on apps or whilst watching things. Having lots of friends follow or like you is not always a good thing as they might not be people you can trust. When you chat to a few people that you know it can help to keep you safe and to enjoy your time together online.

**On my phone, never alone-** Watching and playing things on phones and on tablets/\* i-pads can be really fun, and it can be really nice to share this with people at home. Instead of playing or watching things on your own, in your bedroom show people at home and tell them about what you have been learning or doing.

*\*i-pad is often used as a generic term by children for a tablet device so please use as appropriate for your group*

**New friends; it depends-** It can be flattering when someone sends a friend request or wants to follow/subscribe to you, but sharing your life and things about yourself are not for everyone to see or know. Never be online friends with people you haven't met offline.



**Nobody sees my body-** On your i-pad/tablet or phone it is really important that even if you are dared to show your body on your camera that you can say no as it is private and not for anyone else to see. Even if they give you lots of attention or someone tries to trick you into showing by making you do a handstand or challenge you to change your clothes really quickly, you should say NO, and always tell someone you trust if this happens.

**Exciting dare; take good care-** Sometimes if you are talking to people or playing a game on your i-pad/tablet or phone; you might be dared to do things which can seem like fun. Some people ask you to do dares so they can force you to do more and more things that might make you worried or upset. It's important that you say no when something doesn't feel right – it can be as impressive as doing a dare. And if possible tell an adult you trust.

**Comments and views; are ok to lose-** When people give you lots of comments, compliments and views it can feel really good. But sometimes they will be because they want something from you and might want you to do something you might be embarrassed for your mum or dad to see. It is ok to just get comments and views from people you know, like and trust a small number of comments from people you know really mean a lot.

**Trust who you know; not just those that follow-** Knowing who to trust online can be hard, it can feel like people we know from, apps or games on the i-pad are people we can trust, however that is not always true. It can help to know who you can talk to if you are not sure about who is following, or connecting with you on your phone or tablet. Always ask someone at home if they are happy for the person that has sent a friend request or followed you to make contact?

### **Plenary**

3. After discussion attempt to read it out loud as a class with the session leader reading up to the semi colon and the class finishing the line. Except for 'nobody sees my body' which can all be read by the class.

4. Option to try and write in exercise books from memory and option to display the poem in classroom as a reminder of the messages.

### **Evaluation**

To tell us what you think of this resource and to help us improve please complete our short 5 min evaluation <https://www.surveymonkey.co.uk/r/liveskillsattention>



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