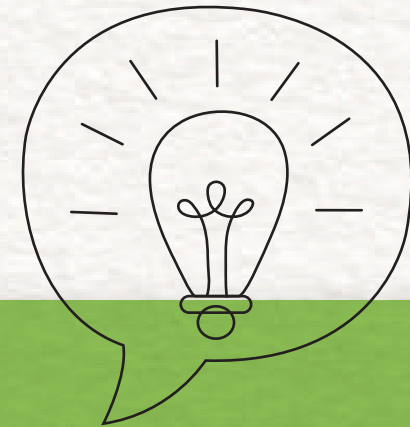


SELF-CONTROL & SELF-REGULATION

Rules & Laws



Self-control & Self-regulation - Rules & Laws - Teachers information

What we are learning:

- How we can take control of our own choices; making right and wrong choices are **self-controlled** and how this makes us feel
- Taking pride in our actions and showing respect for ourselves and others through **self-control**
- Why there are rules and regulations and how sometimes it is **self-control** that must rely upon to follow them

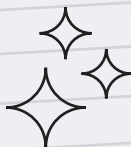
Key Information

What is an intrinsic reward?

Intrinsic rewards include things like a sense of pride, personal fulfilment from completion of an activity, gaining a new skill and feeling like an important part of a team.

According to Cambridge Dictionary, **intrinsic** is defined as “being an extremely important and basic characteristic of a person or thing.” That is, something that comes from within a person.

Here are some examples of intrinsic rewards:



- Internal sense of satisfaction
- The joy of learning
- Creative expression
- Relief from overcoming a challenge

- Finding humour in something
- Sense of connection to other people/the world
- Fulfilling a purpose
- Increased confidence
- Positive feeling from helping others



Did you know?

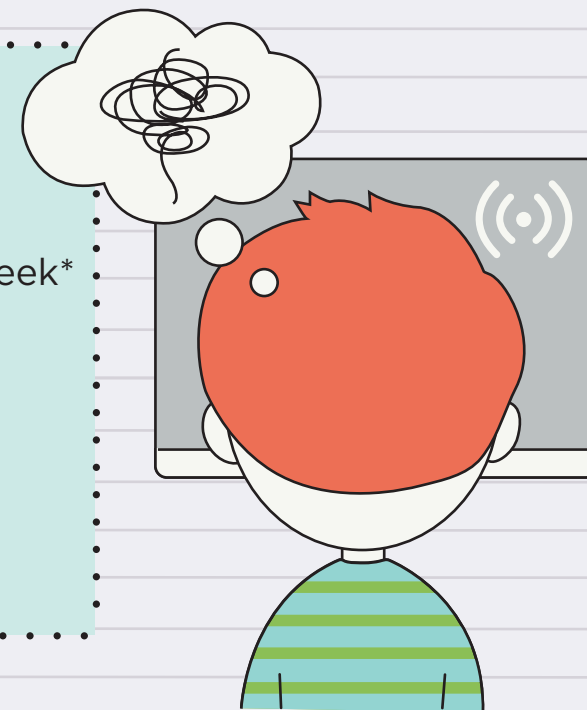
Teachers information. Information that is shared with the children is at the teacher's discretion

Pew Research Center's research found that 80% of children, 11 or younger, have accessed YouTube videos. Ofcom's Report (2019) reported:

- 51% of children aged 3-4 watched YouTube for on average of 8 hours and 6 minutes a week*.
- 64% of children aged 5-7 watched YouTube for on average of 8 hours and 36 minutes a week*.
- 74% of children aged 8-11 watched YouTube for on average of 10 hours a week*
- 41% of children aged 8-17 have public profiles open for all which is an open invitation for predators and risk for these young ones.

Ofcom's Report (2019) also reported:

- 4% of children aged 3-4 who use the internet have a social media profile.
- 21% of children aged 8-11 who use the internet have a social media profile.



Link: [10 Online Privacy Facts That May Surprise You](#)

There are a number of laws to regulate behaviour online that people do not know about, such as The Communications Act 2003 and The Malicious Communication Act 1988.

Link: [Laws about online behaviour](#)

*Avoid sharing 'shock' figures with the children as this may lead to the view that if a lot of people are doing something then it is a social 'norm' and they should do it too.

Self-control & Self-regulation - Rules & Laws - Teachers information

Intended Learning Outcomes

CHARACTER OUTCOMES

- How to activate self-regulation to make the right choices for internal reward.
- Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.
- To recognise reasons for rules and laws; consequences of not adhering to rules and laws.



Links to Statutory RSE and Health Education 2019 BEING SAFE

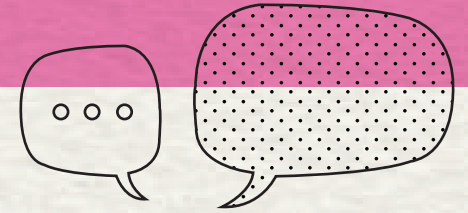
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.



Workshop 2 - Self-control & Self-regulation - Rules & Laws

Introduction

What are rules and why do we have them?



What are rules and why do we have them? Discuss. Give examples of rules in school and in society (link to British Values: Rule of Law). Work in groups to write down as many as you can think of on a large sheet of paper.

What happens when rules are broken? Write on post-it notes the corresponding sanction to the rules if they were broken and add to the overarching sheet.

Explain to the group that these are physical sanctions. But we also have personal “intrinsic” sanctions. Have you broken a rule? How did it make you feel? Put these on a different coloured post-it note. Are they negative or positive feelings? These are intrinsic and personal to yourself.

How can we take pride in our own actions and make ourselves feel good about ourselves?




 **STOP**
 **THINK**
 **ACTION**
 **REFLECT**
 **RESPECT**

Workshop 2 - Self-control & Self-regulation - Rules & Laws

Character challenge


Have you ever broken an online rule for personal gain? For example, falsified about your age to access an app? Those rules are there for a reason. What reasons do you think those may be?



Today we are going to see if you know the age limit for some of the most popular apps. As the teacher reads out the different apps, you will position yourself at the relevant age that you think applies (different ages to be placed around the classroom/hall).

****The activity could be mixed up with some True and False questions also**** (See resource section)

What stops you from giving the wrong age and telling the truth? Develop into a discussion about self-control and making the right choices because of their own intrinsic reward.

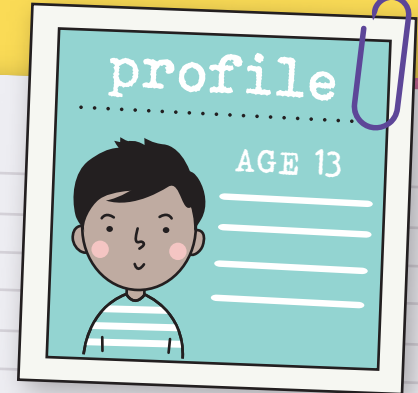


Discussion about who polices age restrictions. Why do you think these restrictions are in place? Allow the children to provide their own explanations. Suggestions could include friendship issues, unwanted messaging from strangers and safety.

Teachers Notes:

Age Restrictions:

- Snapchat: Age 13
- Facebook: Age 13
- Instagram: Age 13
- TikTok: Age 13 (Anyone under 18 must get consent from parent/guardian prior to setting up an account)
- YouTube: Age 13 (There is a YouTube for children aged 0-12)
- WhatsApp: Age 16



Workshop 2 - Self-control & Self-regulation - Rules & Laws

“If you learn self-control, you can master anything”

Classroom challenge

Apps online all have age limits. Discuss why they may have age limits as a group and some of the dangers.

Matching activity: Match the law to its description (see resources).

Option 1: Groups to discuss and present a presentation/debate about a new law online. The law must be made up by themselves and then presented in order to get the rest of the class to vote 'for' or 'against' it.

Children must take into consideration how they would encourage others to follow the rules/law through the development of intrinsic motivation, making it clear that their rule/law will not be monitored/policed.

Option 2: Design a list of rules that people should follow if they are considering setting up a social media profile. Ensure the children are including forms of intrinsic rewards.

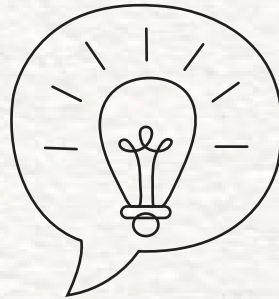
Discussion: What should we do if we feel unsafe online?



Workshop 2 - Self-control & Self-regulation - Rules & Laws

Suggested Vocab:

Self-control
Self-regulation
Co-regulation/peer regulation
Rules
Law
Pride
Intrinsic rewards
Age restrictions



Links to other learning

British Values

- Rule of law and democracy

PSHE

- debate and listening to others

ENGLISH

- Speaking and listening
- Balanced argument



Suggested Resources:

Flash cards with names of apps

A range of ages to display around the room

True or False questions examples

'Match the Law to its Description' activity

Extension activities:

How would you describe an intrinsic reward to younger children or PRIDE? Produce a picture book, story, assembly or poster.



Can you match the law to its description?

Online Law Description

Communications Act 2003:

This Act covers the sending of grossly offensive or threatening letters, electronic communications or any other form of message with the intention of causing harm, distress or anxiety

Protection from Harassment Act 1997:

This Act states that it is against the law to discriminate against anyone on the ground of protected characteristics. These include disability, gender reassignment (when a person undergoes a process, race (including colour, nationality, ethnic or national origin), religion or belief, sex and sexual orientation.

The Malicious Communications Act 1988:

This Act covers all forms and types of public communication. With regards to comments online, it covers the sending of grossly offensive, obscene, menacing or indecent communications and any communication that causes needless anxiety or contains false accusation.

Equality Act 2010:

If you commit a crime against someone because of their religion, race, sexual orientation or disability, this is classified as a hate crime. Hate speech is defined as expressions of hatred and threats directed at a person or a group of people on account of that person's colour, race, nationality, ethnic or national origin, religion or sexual orientation.

Online Law Description

Hate crimes and hate speech:

This Act covers any form of harassment that has occurred 'repeatedly'; in this instance, 'repeatedly' means on one or more occasions

The Computer Misuse Act 1990

This Act specifically protects the privacy of children under the age of 13 by requesting parental consent for the collection or use of any personal information of the users. The Act took effect in April 2000.

The Children's Online Privacy Protection Act

This Act says you can't impersonate or steal someone else's identity online. This means that writing a status on social media pretending to be your friend is technically against the law.



MY REFLECTION JOURNAL: SELF-CONTROL

What does self-control mean to you?

How does it make you feel personally (intrinsically) when you make the right or the wrong choice?

Right choice

Wrong choice

Even when no-one is looking, how can you make sure that you are making the right choices?

Who's responsibility is it to act responsibly online?

Personal thoughts and notes:



RESOURCES:

True or False? - Character Challenge

There are an estimated 260 million fake Facebook profiles.

TRUE - discuss why this is the case? Why is it a concern?

Social media users grew by 102 million between October 2018 and October 2019. **FALSE** - It grew by 328 million during this period - that works out at 10 new social media users per second.

50% of 8-11 year olds access social media. **FALSE** - 18% of this age group access social media. Allow the children to reflect. Some children will think it is a lot higher as using social media may be deemed as a 'social norm'.



Approximately 3.6 million (50%) of the world's population use social media. **TRUE** - the children will think this figure will be higher as they will be thinking about a more localised context rather than countries that ban access to social media sites or do not have access to devices. This figure will allow children to see that social media is not a necessity in everyone's life.



RESOURCES:

Online Laws - Classroom Challenge Answer Page

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