

## Age-Appropriate Content, Media and Wellbeing

These sessions have been created in response to concerns about the content young people watch, e.g. Squid Games. They are designed to be delivered within an education or youth work environment with the aim to challenge preconceptions and give young people the skills to recognise themes, messaging and bias, and challenge them to critically assess and question content. If there is a game/film/tv show that you are concerned younger people than intended are watching, these sessions will enable you to develop conversations about staying safe, understanding context and forming opinions on modern issues.

In these activities we will challenge learners to think about legislation, social issues, gambling, content creation and personal responsibility. They have been designed to be flexible and adjustable to age group, however due to the nature of some topics we have provided guidance in the form of suggested Key Stages.

These sessions could also be delivered as an introduction into a wider scheme of work from our resource hub.

**Safeguarding:** It's important to establish a safe learning environment with clear guidance ground rules. Children and young people should feel able to seek support if necessary and be provided with appropriate support and additional sign posting options. You may wish to work with your DSL. This topic may lead to some children sharing sensitive information and personal experiences which may trigger emotions. In each session they should be reminded that they can talk to the staff within your setting. You can also share the sign posting options.

	ACTIVITIES	RESOURCES
1	<p><b>KS2 – KS3: WHAT DO WE WATCH?</b></p> <p><b>Activity:</b> Young people reflect on the content they already watch/play. What do they think is appropriate for them compared to what the official guidance say? Discuss.</p> <p><b>Cross Curricular Links:</b> PSHE/PSE, English, ICT, Media Studies</p>	<ul style="list-style-type: none"> <li>• Dry wipe board/flipchart</li> <li>• Post-it notes/blu tack</li> <li>• Pens/Pencils</li> <li>• Paper</li> <li>• Computer access</li> </ul>
2	<p><b>KS3 - KS5: THE MESSAGING BEHIND THE VISUALS</b></p> <p><b>Activity:</b> Young people to explore the messaging within well-known historical films from much loved film creator Disney. Young people to discuss outdated tropes and reflect upon inappropriate content in modern films.</p> <p><b>Cross Curricular Links:</b> PSHE/PSE, English, Mathematics.</p>	<ul style="list-style-type: none"> <li>• Resource sheet</li> <li>• Pen and paper</li> <li>• Computer access</li> </ul>
	<p><b>KS4 – KS5: OPINION VS LEGISLATION</b></p> <p><b>Activity:</b> Young people to discuss the content they currently watch/play/follow. Young people to create a media piece on a chosen game/film/TV programme to provide awareness to parents/carers on the content and appropriateness for younger children.</p> <p><b>Cross Curricular Links:</b> PSHE/PSE, English, ICT, Media Studies</p>	<ul style="list-style-type: none"> <li>• Dry wipe board/flipchart</li> <li>• Pens/Pencils</li> <li>• Paper</li> <li>• Computer access</li> </ul>

## KS2 – KS3: WHAT DO WE WATCH?

**Challenge:** Explore what your class/group see as appropriate content vs what the official ratings say. Create an information sheet for parents to highlight the content currently being watched.

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To reflect on the content you watch/play (positive and negative)</li> <li>• To create an elevator pitch to summaries the content watched/played</li> <li>• To discuss and explore your own feelings on age-appropriate content vs professional guidance</li> <li>• To create an information sheet for parents</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can discuss my views on what is appropriate for my age group</li> <li>• I can recognise the purpose of age restrictions</li> <li>• I can participate in discussions with my peers</li> <li>• I can gather information and draw conclusions by studying the available information</li> <li>• I can work as part of a team</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Dry wipe board/flipchart</li> <li>• Post-it notes/blu tack</li> <li>• Pens/Pencils</li> <li>• Paper</li> <li>• Computer access</li> </ul>	<p><b>Cross Curricular Links:</b> PSHE/PSE, English, ICT, Media Studies</p>

Starter	Main	Plenary
<p><b>What do we watch/play?</b> Split your class/group into teams of 4. Have each team make an A-Z list of games, Films and/or TV shows they watch/have watched in the last month.</p> <p><b>How old should you be?</b> On a dry wipe board/flipchart paper draw a scale line starting at 7 years old up to 18. Using a post-it note/board pen have each team write one of the games, films or tv programmes under the age they think is correct for that game, film or tv show.</p> <p><b>Have the class/group discuss if they agree/disagree with any of the choices and why.</b></p>	<p><b>Age ratings: What is right for you?</b> Choose 3 or 4 popular films, games or tv programmes that the class/group has decided is age appropriate for them Have each team create an elevator pitch for a parent/carer - what would you want them to know about the film, game or tv programme. Each team has 5 minutes to create a 30 second/1 minute pitch to present to the class.</p> <p>Once each team has delivered their elevator pitch hold a vote, does the class agree that the elevator pitch would help a parent understand that film, game or tv programme?</p> <p><b>*Whilst this is going on, the teacher/lead can search for the films, games or tv programmes on common sense media, British Board of Film Classifications and/or Pan European Games Index</b></p> <p><a href="#">Common Sense Media</a></p> <p><a href="#">British Board of Film Classifications</a></p> <p><a href="#">Pan European Game Index</a></p>	<p><b>What do the ratings say?</b> Display the pages for each of the films, games or tv programmes on the board.</p> <p>Did the groups pick up on the points made on these pages?</p> <p>Was the film, game or tv programme the age classification the class set on the scale?</p> <p><b>Discussion:</b> Were there any surprises in perceived age ratings compared to official guidance?</p> <p><b>Create a group info-sheet</b> Create an info sheet for parents on a chosen film, game or tv programme including the following headings:</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Synopsis/overview</li> <li>• Official age rating</li> <li>• Class/group ratings</li> </ul>

## KS3 – KS5: THE MESSAGING BEHIND THE VISUALS

**Challenge:** Explore the messaging within well-known historical films from much loved film creator Disney. Discuss outdated tropes and reflect upon inappropriate content in modern films.

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To look at subliminal messaging within well-known content</li> <li>• To be able explain own feelings on content ratings vs professional guidance</li> <li>• To investigate other titles and explore the deeper messaging</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can discuss controversial content within films</li> <li>• I can recognise controversial content in films</li> <li>• I understand what is controversial about this content</li> <li>• I can gather information and draw conclusions by studying the data</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Resource Sheet</li> <li>• Pen and paper</li> <li>• Computer Access</li> </ul>	<p><b>Cross Curricular Links:</b> PSHE/PSE, English and Media Studies</p>

Starter	Main	Plenary
<p><b>What can I watch?</b></p> <p>Match the age descriptors to the age rating.</p> <p>Using the resource provided, cut out the content descriptors and the age ratings, ask the class/group to match the descriptor to the age rating.</p> <p><b>*Please adjust this to fit your class/group environment.</b></p> <p><b>Content descriptors are for ages U, PG, 12/12A and 15</b></p> <p><a href="#"><u>Click here for answers to the starter activity</u></a></p>	<p><b>Is all as it seems?</b></p> <p>Disney is a brand known and loved the world over but that is not without its own controversy, with many Disney classics now including content warnings.</p> <p>Ask the class/group to think about the Disney films they have seen. Have there been scenes they don't understand or have thought something is wrong? In groups ask them to discuss and list any they think of.</p> <p><b>Use this link to support discussions:</b>  <a href="#"><u>Disney updates content warning for racism in classic films - BBC News</u></a></p> <p>Show the class/group some or all of these Disney scenes (10 mins full video):</p> <p><a href="#"><u>Top 10 Insanely Racist Moments In Disney Movies That You Totally Forgot About - YouTube</u></a></p> <p><b>*It is important to reiterate that we should reflect on how culturally our acceptance of/and knowledge of these topics has changed, and that we should be aware of the times in which these films were released so they may not meet modern standards or expectations. This however still doesn't make them acceptable.</b></p>	<p><b>Modern day films.</b></p> <p>Play the following video from toy story, ask the group the following questions:</p> <ul style="list-style-type: none"> <li>• What is the legal age to gamble in the UK? 18</li> <li>• What is the age rating of Toy Story 3? U</li> <li>• Is it appropriate to include adult topics such as gambling in a film available for all ages?</li> <li>• How does this content make us feel?</li> <li>• Is it appropriate in a title like Toy Story to include this kind of imagery?</li> </ul> <p><a href="#"><u>Toy Story 3 (2010) - Gambling Scene - YouTube</u></a></p> <p><b>Homework task.</b></p> <p>Think of programmes and films you are watching at home. Write a short report split into two headings:</p> <ul style="list-style-type: none"> <li>• What you see</li> <li>• What it could mean</li> </ul>





## RESOURCE

<p>Potentially dangerous or anti-social behaviour which young children may copy must be clearly disapproved of or be presented unrealistically. No emphasis on realistic or easily accessible weapons.</p>	<p>Scary or potentially unsettling sequences should be mild, brief and unlikely to cause undue anxiety to young children. The outcome should be reassuring.</p>	<p>Violence may be strong but should not dwell on the infliction of pain or injury. The strongest gory images are unlikely to be acceptable. Strong sadistic violence is also unlikely to be acceptable.</p>
<p>Discriminatory language or behaviour is unlikely to be acceptable unless clearly disapproved of.</p>	<p>Violence will generally be very mild. Mild violence may be acceptable if it is justified by context (for example, comedic, animated, wholly unrealistic).</p>	<p>There may be strong threat and horror. A sustained focus on sadistic threat is unlikely to be acceptable</p>
<p>References to illegal drugs or drug misuse must be infrequent and innocuous, or have a clear educational purpose or anti-drug message suitable for young children.</p>	<p>There may be moderate physical and psychological threat and horror sequences. Although some scenes may be disturbing, the overall tone should not be. Horror sequences should not be frequent or sustained.</p>	<p>There may be strong language. Very strong language may be permitted, depending on the manner in which it is used, who is using the language, its frequency within the work as a whole and any special contextual justification.</p>
<p>There may be nudity with no sexual context.</p>	<p>Infrequent use only of very mild bad language.</p>	<p>Nudity: Occasional nudity, with no sexual context.</p>

<p><b>Frightening sequences or situations where characters are in danger should not be prolonged or intense. Fantasy settings and comedy may be mitigating factors.</b></p>	<p><b>Violence will usually be mild. However, there may be moderate violence, without detail, if justified by its context (for example, history, comedy or fantasy)</b></p>	<p><b>Mild bad language only. Aggressive or very frequent use of mild bad language may result in a work being passed at a higher category.</b></p>
<p><b>References to illegal drugs or drug misuse must be innocuous or carry a suitable anti-drug message.</b></p>	<p><b>Sexual activity may be implied, but should be discreet and infrequent. Mild sex references and innuendo only.</b></p>	<p><b>The work as a whole must not endorse discriminatory language or behaviour, although there may be racist, homophobic or other discriminatory themes and language</b></p>
<p><b>No promotion of potentially dangerous behaviour which children are likely to copy. No glamorisation of realistic or easily accessible weapons such as knives. No endorsement of anti-social behaviour</b></p>	<p><b>Sexual activity may be briefly and discreetly portrayed. Moderate sex references are permitted, but frequent crude references are unlikely to be acceptable</b></p>	<p><b>Discriminatory language or behaviour must not be endorsed by the work as a whole. Aggressive discriminatory language or behaviour is unlikely to be acceptable unless clearly condemned.</b></p>
<p><b>Misuse of drugs must be infrequent and should not be glamorised or give detailed instruction.</b></p>	<p><b>Only very mild sexual behaviour (for example, kissing) and references to such behaviour.</b></p>	<p><b>There may be nudity, but in a sexual context it must be brief and discreet.</b></p>



<p>There may be strong verbal references to sexual violence but any depiction of the stronger forms of sexual violence, including rape, must not be detailed or prolonged. A strong and sustained focus on sexual threat is unacceptable.</p>	<p>There may be verbal references to sexual violence provided they are not graphic. The stronger forms of sexual violence, including rape, may only be implied and any sexual threat or abusive behaviour must be brief and negatively presented.</p>	<p>Drug taking may be shown but the work as a whole must not promote or encourage drug misuse (for example, through detailed instruction). The misuse of easily accessible and highly dangerous substances (for example, aerosols or solvents) is unlikely to be acceptable.</p>
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 <p><b>U Universal - Suitable for all</b></p>	 <p><b>PG Parental Guidance</b></p>
 <p><b>12A/12 – Suitable for 12 years and over</b></p>	 <p><b>15 – Suitable only for 15 years and over</b></p>

## KS4 – KS5: OPINION VS LEGISLATION

**Challenge:** Discuss the content you currently watch/play/follow. Create a media piece on a chosen game/film/TV programme to provide awareness to parents/carers on the content and appropriateness for younger children.

<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To recognise the skills of successful content creators</li> <li>• To reflect on the content being watched/played/followed (positive and negatives)</li> <li>• To create a media piece to raise awareness for parents/carers</li> <li>• To explain own feelings vs professional guidance</li> </ul>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can recognise sensitive content for younger viewers</li> <li>• I understand why parents may be concerned about sensitive content</li> <li>• I can gather information and identify sources of support/help</li> <li>• I can create awareness and plan a campaign</li> </ul>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Dry wipe board/flipchart</li> <li>• Pens/Pencils</li> <li>• Paper</li> <li>• Computer access</li> </ul>	<p><b>Cross Curricular Links:</b> PSHE/PSE, English and Media Studies</p>

Starter	Main	Plenary
<p><b>Who do I watch?</b></p> <p>What podcasts, vlogs, blogs have you seen recently? What traits/skillsets do those influencers have? How are they successful?</p> <p>Draw an outline of a person on a piece of flipchart paper and draw/write on some of those key features you identified.</p>	<p><b>Get Real.</b></p> <p>In groups, plan and produce either a podcast, newsletter, blog, advert, or info sheet relating to a recent release (game, tv programme or film).</p> <p>The media piece should be targeted towards parents/carers/guardians of children in KS2-KS3.</p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>● What is the overview of the game/tv programme or film?</li> <li>● What is concerning?</li> <li>● What should parents/carers/guardians be aware of?</li> <li>● What advice would you/your age group give to parents/carers/guardians?</li> <li>● Your/your age groups honest opinion</li> <li>● Where could someone get support if the content is potentially harmful (i.e. gambling, self-harm/suicide, bullying, inappropriate content etc)</li> </ul> <p><b>*Please adjust this to fit your class/group environment. Content descriptors are for ages U, PG, 12/12A and 15</b></p>	<p><b>Spread the word.</b></p> <p>Plan a campaign to help parents/carers/guardians understand more about your chosen Game/TV programme or Film. How will you market it? How will you capture their attention?</p> <p>Present your campaign idea to the class/group and ask for feedback.</p>