

Sharp Alert Secure Kind Brave

Be
Internet
Legends.

Welcome to the Be Internet Legends curriculum, developed in partnership with the educators and online safety experts at Parent Zone. This resource is part of Be Internet Legends, a multifaceted programme designed to help teach children the skills they need to be safer and more confident online.

In this updated curriculum, we've added 20 new activities – including social-emotional learning activities to help guide children on their digital journeys. Additionally, we've added new lessons on media literacy and updated our safety and security activities to meet the needs of today's digital world. You'll also find activities categorised for specific year groups to accommodate the wide spectrum of child development.

Notably, the Be Internet Legends programme has undergone a thorough evaluation and now has activities specifically targeted at staying safer online. This is the first internet safety programme proven to positively impact learning on topics of online safety and digital citizenship.

The Be Internet Legends curriculum is self-contained. All the activities are designed to be used with no prior professional development, minimal preparation and no special equipment or resources needed to teach them. Additionally, the activities are reinforced through gameplay with Interland, an adventure-packed online game that makes learning about digital safety and citizenship interactive and fun.

At the back of this pack, you'll find a full set of lesson plans. There are six for ages 7-9 and six for ages 9-11. These plans provide fun, age-appropriate learning experiences around the five Be Internet Legends pillars:

- **Think Before You Share:** Be Internet Sharp
- **Check it's For Real:** Be Internet Alert
- **Protect Your Stuff:** Be Internet Secure
- **Respect Each Other:** Be Internet Kind
- **When in Doubt, Discuss:** Be Internet Brave

Please make sure you read the teacher guide to pupil safety (page 124) before you complete any activities in this booklet.

This curriculum was created for ages 7-11. However, settings with both older and younger pupils have found value in the activities, particularly with key vocabulary, class discussions (they age up or down), and gameplay. We encourage you to experiment to find what works best for your learners, whether that means completing the curriculum from start to finish or going deeper on one or two lessons most needed by your pupils.

The curriculum pack was developed in partnership with Parent Zone – an expert organisation who sit at the heart of digital family life. Parent Zone supports families and schools by creating information and resources to help children thrive in the digital age.

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How to teach the curriculum

The Be Internet Legends curriculum is flexibly designed so you can easily make it work in your classroom. Depending on timetables and pupil readiness/ability, we encourage you to tweak any lesson as needed. For example, we might recommend you facilitate an activity as a whole class, but – knowing your pupils – you might feel that the activity would work better if they completed it in small groups. Those are the kinds of tweaks we hope you feel empowered to make.

A few things about the curriculum:

1. Every unit has a list of vocabulary words that appear throughout the lessons. This list can be printed and provided as a resource. Be sure to check out the **Vocabulary Activities** we've provided in the following pages.

2. Each of the 5 units has a different number of activities. Every activity has the following structure:

- ✓ **Activity** – some activities may have a recommended modification adapted to specific year groups.
- ✓ **Let's talk** – background knowledge for teachers.
- ✓ **Summary** – summary of lesson content and opportunity for reflection.

3. Each lesson title will be marked with a symbol to indicate recommendations based on age of pupils. It will also have a symbol if it is a Media Literacy and/or Social-Emotional Learning lesson.



**Ages
7-11**



**Ages
7-9**



**Ages
9-11**



**Media
Literacy**



**Social-Emotional
Learning**

4. This curriculum is designed for you to teach in a number of different ways: the order in which the activities appear, an order that matches the particular digital learning needs of your pupils, following the lesson plans at the back of this booklet, or creating a progression of skills as a school. The units are purposefully sequenced for classrooms starting from scratch, but many pupils aged 7-11 know parts of this knowledge base and can help you discover the specific skills they want or need to develop. Talking with them about what they do and don't know would be a great place to start. We hope you all enjoy being **Internet Legends** together!

Vocabulary Activities

The vocabulary used in these activities can be found at the beginning of each unit.

Tell Me More



You'll need:

- Board to display vocabulary words (e.g. flipchart paper)

Directions

1. Pupils find a partner.
2. Partner 1 turns his or her back to the board (pupils can be seated or standing).
3. Teacher displays 3-5 vocabulary words on the board.
4. Partner 2 faces the board and explains the first vocabulary word to Partner 1 **without saying the vocabulary word**.
5. Partner 1 tries guessing the vocabulary word.
6. Once Partner 1 correctly guesses the first vocabulary word, Partner 2 moves on to describe the next word.
7. Continue steps 3–6 until Partner 1 correctly guesses all the words on the board.
8. For the next round, Partners 1 and 2 switch roles. Repeat the activity with new vocab words.

Be Internet Legends Bingo



You'll need:

- Handout: Be Internet Legends bingo cards (pages 6-7)
- Game pieces (anything that can be used to mark a spot: small cubes, paper clips, beans, etc.)

Directions

1. Distribute **Be Internet Legends bingo cards** (choose between a 5x5 or 3x3 bingo card) and game pieces to each pupil.
2. Pupils fill in bingo cards with vocabulary words from a given unit.
3. Teacher reads the **definition** of a vocabulary word.
Teacher can randomly pick definitions from the unit's vocabulary list.
4. Pupils search to see if the word that matches the definition is on their board and mark it with a game piece.
5. A pupil can call out "Bingo!" when every box in a row, column or diagonal has a game piece.
6. Continue playing with the current bingo cards, or have pupils remove all game pieces and play again.

Word Web



You'll need:

- Handout: Word Web (page 8)

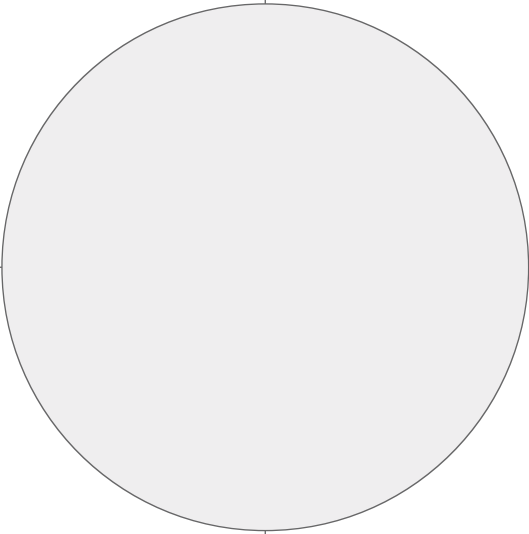
Directions

1. Each pupil finds a partner.
2. Distribute the **Word Web** handout to each group (pupils can also re-create the Word Web handout on paper/mini whiteboard).
3. Pupils write one vocab word in the circle on the handout. You can implement this step in three different ways:
 - Assign the same vocab word for all groups.
 - Assign a different word to each group.
 - Pupils choose their own vocabulary word from the unit list.
4. Pupils then work with their partners to complete the handout.
5. Once completed, here are some ways you can extend this activity:
 - Pupils complete another Word Web for a new vocabulary word.
 - Collect completed handouts and display them in the classroom on a word wall.
 - Host a gallery walk, where pupils see their classmates' Word Webs.

Be Internet Legends bingo card (5x5)

Be Internet Legends bingo card (3x3)

Word Web

Definition	Characteristics
	
Examples	Non-examples

Be Internet Legends intro letter/email template

Here's a template for an email or letter that you could customise to tell parents you're using Be Internet Legends.



Dear Parents and Carers,

When our children are young, we do our best to help them get the most out of the internet while keeping them safer online. As children mature into teenagers, our role shifts to helping them learn to navigate the digital parts of their lives safely and thoughtfully.

At [school name], we believe in partnering with parents and preparing our [year group or key stage] pupils to:

- **Think critically** and evaluate apps, websites and other digital content.
- **Protect themselves** from online threats, including bullying and scams.
- **Get sharp about sharing:** what, when, how, and with whom.
- **Be kind and respectful** toward other people online, including respecting their privacy.
- **Ask for help** with tricky situations from a parent or other trusted adult.

This year, these efforts will include Be Internet Legends, a multifaceted programme designed to teach children the skills they need to be safer and more confident online. One of the resources, Interland, is a browser-based game that makes learning about digital safety interactive and fun. It can be played at home too (your child might love to show you how it's done). Developed by Google in partnership with the online safety experts at Parent Zone, Be Internet Legends provides fun, age-appropriate learning experiences built around five foundational lessons:

- **Think Before You Share**
- **Check it's For Real**
- **Protect Your Stuff**
- **Respect Each Other**
- **When in Doubt, Discuss**

Smart, safe technology use can enable pupils to drive their own learning and help our school function better. We believe this programme will mark an important step toward our goal of ensuring that all our pupils at [school name] are learning, exploring and staying safer online, both inside and outside the school walls.

We'll be happy to share more information about this new programme, including introductions to some of the resources your child will start using in class, but we also invite you to check out the resources that go with it at [g.co/BeInternetLegends](https://www.google.com/BeInternetLegends)

We encourage you to ask your child about what they're learning and continue the conversation at home – and who knows, you just might pick up a few privacy and security tricks yourself!

Yours faithfully,

Frequently asked questions

Is it necessary to complete the lessons before having pupils play Interland?

No, but it can be helpful. The game is best when it reinforces what's learned with the curriculum and it's more fun when pupils have had a chance to engage with you in discussions and brainstorms prior to the gameplay experience.

Do pupils need Google Accounts for Be Internet Legends?

No. Be Internet Legends is available to anyone who visits the site. Because Google does not gather any pupil data, Be Internet Legends does not have or require any logins, passwords or emails.

What devices are compatible with Interland?

Interland works on any device that has an internet connection and a web browser. That means almost any desktop or laptop computer, tablet, or mobile phone is ready to help pupils play Interland.

What are all the URLs?

- For the Be Internet Legends homepage, visit g.co/BeInternetLegends
- For the Interland game, visit g.co/Interland
- For family resources, visit g.co/BeInternetLegends/Parents

Do I need special training or to be a special kind of teacher to teach this curriculum?

Any qualified teacher can teach this curriculum to their pupils. The lessons are optimised for fun, relaxed discussions between teacher and pupils, ideally with judgment-free active listening on the educator's part.

What age is Be Internet Legends best suited for?

The full programme – including the curriculum, the game, and the resources on the website – has been designed for ages 7–11. However, depending on how teachers tailor the curriculum, the topics can be helpful for any age.

How do children learn from the Interland game?

Interland reinforces curriculum concepts by allowing children the freedom to explore healthy digital practices through play and to understand digital interactions (and their consequences) in a safe, educational space.

Can each lesson be used in Google Classroom?

Yes. You can assign Interland to specific classes or groups or make the resource available to all your pupils in the form of a class announcement.

Is the Be Internet Legends curriculum aligned with national standards?

Glad you asked. Yes it is. The curriculum is aligned with statutory learning objectives from all four UK nations, including the RSE (Relationships and Sex Education) and Health Education documents.

Can my pupils save their progress on Interland?

Not in the current version, and that's not likely to change. Be Internet Legends does not generate or store any personal identifiable information whatsoever – including saved files. The reasons for this were purposeful – we do not collect pupil data and we wanted the experience to be accessible to everyone, meaning it is not necessary to have an account, a login or a password.

That's good, but a lot of my pupils are proud they finished the game and of what they learned.

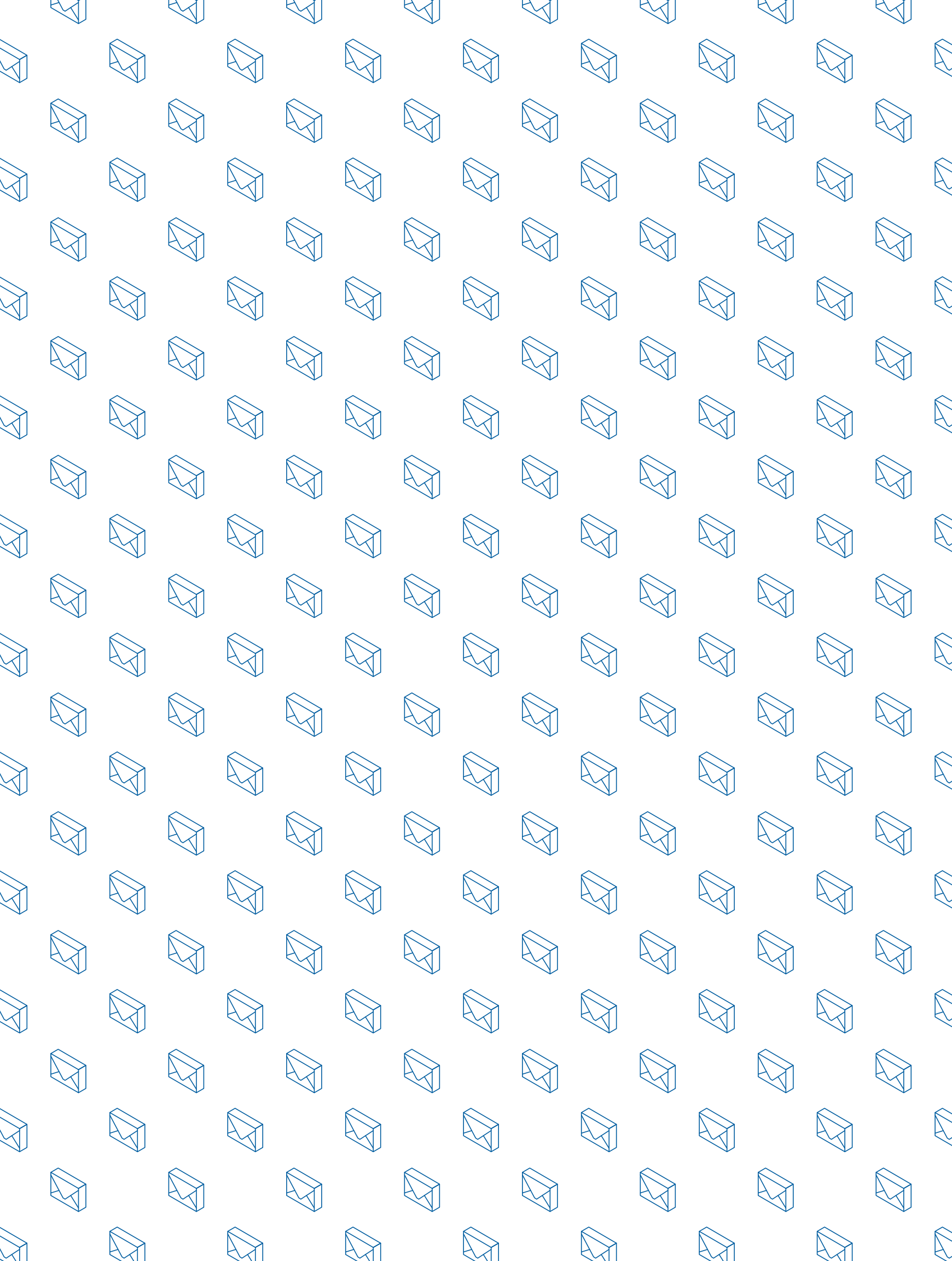
We have created a customisable certificate template so that you can enter a pupil's name and create a printable, personalised certificate when they have completed Interland and are an Internet Legend.

Where can I find the other educator resources?

All Be Internet Legends educator materials can be found on our resources page at g.co/BeInternetLegends

Is there an online community of Be Internet Legends users to share ideas or get help?

Yes! We frequently share ideas and engage with teachers on Twitter. Please follow us to learn more about Be Internet Legends and other topics at [@GoogleForEdu](https://twitter.com/GoogleForEdu) and you can also keep up to date with the latest news and activities on social with the hashtag [#BeInternetLegends](https://twitter.com/BeInternetLegends)



Think Before You Share

Protecting your online reputation

Detailed lesson plans

Ages 7-9: Lesson 1 (pages 125-128), Lesson 3 (pages 135-139)
Ages 9-11: Lesson 7 (pages 149-151)

Lesson summary

Teachers and parents understand how 'digital mistakes' can hurt feelings, reputations, and privacy. But it can be harder to convince younger children. Often they don't understand that whatever they post online can still be seen by anyone far into the future – this is our 'digital footprint'. As they get older, inappropriate posts or 'digital mistakes' can have a lasting effect on how others see them, or on their online reputation. What may seem like a harmless post today could be misunderstood by different readers in the future.

Objectives

Pupils will learn

- ✓ **Create and manage** a positive reputation both online and offline.
- ✓ **Respect** the privacy boundaries of others, even if different from one's own.
- ✓ **Understand** the potential impact of a mismanaged digital footprint.
- ✓ **Ask** for adult help when dealing with sticky situations.

Outcomes

Pupils can

- ✓ **Learn** what having a positive digital footprint means.
- ✓ **Learn** ways in which they can start to build a positive digital footprint.

Activity Guide

Activity 1	Is it OK to share?		Ages 7-11
Activity 2	Whose profile is it anyway?		Ages 7-11
Activity 3	How do others see us?		Ages 7-11
Activity 4	Keeping it private		Ages 7-11
Activity 5	That's not what I meant!	ML	Ages 7-11
Activity 6	Frame it!	ML	Ages 7-11
Activity 7	Interland: Mindful Mountain		Ages 7-11

Assessment Opportunities

Assessing pupils' pre-existing knowledge in an introductory activity.

- Think, pair and share with peers.
- Class discussion and teacher circulation during activities.
- Traffic light assessment after each activity to check understanding and progression (red – not at all confident / amber – quite confident / green – very confident).

Plenary

Pupils reflecting on activities and progress made since introductory activity.

Think Before You Share

Vocabulary

Activity 1

Online privacy: A broad term that usually means the ability to control what information you share about yourself online and who can see and share it.

Personal information: Information that identifies you – for example, your name, street address, phone number, national insurance number, email address, etc. – is called personal (or sensitive) information. It's a good idea to make a rule for yourself not to share this kind of information online.

Reputation: The ideas, opinions, impressions, or beliefs that other people have about you – something that you can't be totally sure about but that you usually want to be positive or good.

Activity 2

Code: A word or phrase, an image (like a logo or emoji) or some other symbol or collection of symbols that represent a certain meaning or message. Sometimes it's a secret code that only certain people understand; often it's just a symbol that stands for something almost everybody understands.

Context: Information that surrounds the message or whatever we're seeing which helps us understand it. Context can include the place where the message is, the time when it appears or who it's coming from.

Interpret: The way a person understands a message, or the meaning they get from it.

Representation: A picture, symbol or description that says a lot about (or expresses a truth about) a thing, a person or a group.

Activity 3

Frame: When you take a photo or video of a landscape, person or object, the frame is what defines the section that the viewer can see. The part you decide to leave outside the frame is what your viewer won't be able to see.

Activities 4 & 5

Assumption: Something that you or other people think is true about a person or thing but there is no proof that it's true.

Curate: To decide what to post online – text, photos, sounds, illustrations or videos – and then organise and present it while thinking about what effects it might have on people who see it, or what it might make them think about you.

Digital footprint (or digital presence): Your digital footprint is all the information about you that appears online. This can mean anything from photos, audio, videos and texts to "likes" and comments you post on friends' profiles. Just as your footsteps leave prints on the ground while you walk, what you post online leaves a trail too.

Fact: Something that is or can be proven to be true.

Opinion: Something you or other people believe about a person or a thing that isn't necessarily a fact because a belief can't be proved.

Activity 6

Oversharing: Sharing too much online – usually it means sharing personal information or just too much about yourself in a certain situation or conversation online.

Be Internet Sharp: Activity 1

Is it OK to share?

Pupils invent an imaginary character and come up with made-up 'personal' information to start thinking about zones of privacy.

Activity



1. Invent a character around your age – draw or write the character's name in the middle of a piece of paper and around the outside, draw or write 'personal' information about this person.

2. Now look at each piece of 'personal' information and identify whether it's OK to share that information online or not. What effect might sharing have on the character's online reputation?

For the differentiation activity, please see the lesson plans on pages 125-128 (ages 7-9) and 149-151 (ages 9-11).

Let's talk



Why does privacy matter?

Your online persona is everything on the internet that's about you. This could mean photos, audio, videos, texts, your posts on friends' pages, etc. As you get older, a strong online presence can bring with it all kinds of benefits. The internet makes it easy to communicate with family, friends and people who love the same things that you do. We send messages, share pictures and join conversations on social networks, sometimes without giving it a second thought. But all this online connection can pose various risks. Once something's out there, there's no turning back. A picture or post that you think is funny and harmless today could be seen and misunderstood in the future by people who were never intended to see it.

Remember:

- Like everything on the internet, your digital footprint could be seen by anyone in the world
- Once something about you is online, it could be online forever

That's why your privacy matters. You can protect it by sharing only things that you're sure you want to share – in other words, by being careful about what persona you create online. Knowing when to stay silent and when to speak up is the key to respecting other people's privacy and protecting your own.

Summary

Private information consists of personal details or facts that we might want to keep to ourselves or share only with trusted family or friends. What kinds of information does this include?

- Your home address and phone number
- Your email and other online passwords
- Your username
- Your schoolwork and other documents that you create
- Your photos, videos, music and other content

Whose profile is this anyway?

This activity provides examples of what a 'digital footprint' actually looks like. Pupils study a collection of personal information about a fictitious character – part of the character's footprint – in order to try to deduce things about this person.

Activity



You'll need:

Various fictitious personal data sources. You can use the handout on page 18, or here are some ideas:

- Social media accounts, if age-appropriate
- Printed-out browser history logs
- Printed-out list of locations where they 'checked in' (restaurants, coffee shops, WiFi hotspots)

Possible modification for ages 7-9: *If you feel that your 7-9 year-old groups are ready to talk about "digital footprints" in media, consider using the "I Do, We Do, You Do" strategy (where you model the first example on the worksheet, complete the second example as a class, then turn it over to the pupils as individuals – and discuss!)*

1. Study the person

Ask everyone to read the collections of information about Gurpreet, Mark and Leah, or a fictional character they create.

2. Write a description

Separate into groups, one character per group. Each group develops its own brief description of the person, answering the question: 'Who do you think this person is?'

3. Read the description

Each group reads the description they came up with for their character.

4. Reveal the truth

Okay, now here's the truth about our characters. Let's compare it to what you thought the information they posted said about them:

- **Gurpreet** is in Year 13. She's going to university next year and hopes to study business, and eventually start her own fashion label. She cares most about: family, volunteering, pop culture, fashion.
- **Mark** is the starting midfielder on the sixth-form football team. He's 16 and lives in Cheltenham. He has an 8-year-old sister. He cares most about: football, design and engineering, playing the guitar, and his friends.
- **Leah** is 17. She just joined the football team and has two cats. She is very good at engineering and likes to build robots at the weekend. She cares most about: technology, her football team, animals and animal rights.

5. Discuss

How close were your descriptions of the characters to the facts about them? Why do you think you came up with your descriptions? Are your descriptions opinions, assumptions or facts – and can you explain why? What did you learn from this lesson?

Let's talk



How do we know what (we think) we know?

A lot of personal information can be found on the internet. Some of it can cause us to think things or make guesses about people that turn out not to be true. These are the questions we are going to explore:

- What might we learn about a person from their personal information or things they post?
- What can we guess from personal information, even if we aren't sure?
- Do we know how this information was collected in the first place? How can we identify the source?

That's why your privacy matters. You can protect it by sharing only things that you're sure you want to share – in other words, by being careful about what persona you create online. Knowing when to stay silent and when to speak up is the key to respecting other people's privacy and protecting your own.

Summary

Our assumptions about people aren't always right, but too often we use these inaccurate conclusions to judge or make decisions about someone. Always try to make sure you really know the things about people that you think you know.

Whose profile is this anyway?

Read each collection of the person's online activity below. Based on what you see here, write a short description of what you think this person is like: what do they like, dislike and care about most?

Gurpreet

Here are the photos I took of our end-of-year party! Everyone looked good!

 Best Ways to Battle Spots.

My little brother Alex is SOO annoying. Maybe he's an alien.

 Laser Tag Venue, Market Square

 Young Fashion Design Conference at Sheffield College of Fashion

FINALLY SAW THE NEW SQUIRREL WARS MOVIE. Omg obsessed!

Mark

Won the game! One more to go before the championship. Gotta practise my free kicks.

I hate school dances.
#ratherbeatarockconcert

 University Academy of Engineering, South Bank London

 10 Signs Your Parents are Trying to Ruin Your Life

Fishing this Saturday with my Dad at Bristol Water Park. Gonna be fantastic!

 Tyler Smith concert at King's Park

Leah

 Tokyo Kitchen, Canterbury.

Missed the winning goal. Ugh. At least we drew.

 25 Photos of Puppies

 St. Anselm's end of year prom

Hi everyone, check out my friend's website! I wrote a lot of the code for it.

Wahoo! Just got my highest score on Confectionery Crunch

Be Internet Sharp: Activity 3

How do others see us?

Pupils explore how different types of people – be it parents, employers, friends or the police – would see the character from the previous activity.

Activity



You'll need:

- Worksheet: "Who is this person anyway?" from Activity 2, page 18 (one per pupil)

1. Take a new point of view

We're going to break into groups and each group will think about their character from the point of view of one of these types of people:

- | | | |
|------------------------|----------|--------------|
| • Parent | • Coach | • Advertiser |
| • Friend | • Police | • Employer |
| • Yourself in 10 years | | |

What's important to each of these people? What conclusions would they reach about this profile? Cross out the information that you think your character wouldn't want your group to see or that it would be unwise for them to reveal.

2. Present conclusions

Finally, each group presents their results and explains their privacy choices.

Let's talk



A new point of view

The information in your digital footprint could tell people more – or just different – stuff about you than you want them to know. We're going to look at the consequences of that.

So, let's pick one of those characters and pretend that we're them and we posted those comments. We're going to try on their point of view.

- Do you think he or she wants people to **know** all this personal information?
- How do you think this information would be **seen** by other people?
- How do you think it would be **used** by other people?

Different situations call for different levels of privacy. Seeing the world from someone else's point of view is the key to getting privacy right.

Summary

Different people can see the same information and draw different conclusions from it. Don't assume that people online will see you the way you think they'll see you.

Keeping it private

We're going to review five scenarios and talk about how each one might have a different privacy solution.

Activity



You'll need:

- Copies of the scenarios

Scenarios

We're going to review the five scenarios below and talk about how each one might have a different privacy solution. We'll split up into four groups, discuss one scenario each, and then come back for a class discussion about our findings.

Scenario 1: A pupil at your school has a really bad haircut and isn't happy with it. Someone takes a picture and shares it online.

- Is it kind to share another person's bad hair day?
- How do you think that person would feel?

Scenario 2: Someone writes in their diary at home. You discover that a friend found it when they had a sleepover at their house and thought it would be a funny joke to post parts of it online.

- Was the friend wrong to post that information online? Was it funny? Why or why not?
- How would you feel if someone did this with something you didn't want anyone else to see?

Scenario 3: Someone posts, 'Have a great holiday!' on a friend's social media page.

- Had the friend announced publicly that they were going away?
- Are there more private ways to communicate this message – for example, sending a private message or text?

Scenario 4: Someone told Ronnie that it's good to change passwords and passcodes on our phones every now and then. So they decide to change their password for their favourite game. Ronnie's best friend, Farah, likes to play the game too, but doesn't have a login for it, so Farah plays the game with Ronnie's login. Ronnie shares the new password with Farah.

- Was it good that Ronnie changed his password?
- What if Ronnie shares his password for a social media account too?
 - Same answer?
 - Same answer when they're in high school and have different friends?

Continued on the next page →

Scenario 5: A group of friends are playing a new game on their consoles at their homes and they're using the chat function whilst they are playing. People who they don't know are joining their game and conversation. A player called DinoXS has just joined and asked the group how old they all are. One of your friends answers truthfully. Dino XS says they're the same age too. The conversation continues and DinoXS asks more questions about the school they go to and the town they live in.

- What would you do in this situation?
- What information is OK to share? Why?
- What information must be kept private? Why?

For older pupils: You know that another pupil made a fake social media account that's impersonating someone else and makes them look bad. It also includes their personal information.

- Does the pupil being impersonated have a right to know and would you tell them?
- It's not obvious who made it, but you know who did it. Should you tell the person to take it down?
- Should you tell a teacher or other trusted adult?
- What could happen if no-one does anything?

Summary

Different situations call for different responses, online and offline. It's always important to respect other people's privacy choices, even if they aren't the choices you'd make yourself.

That's not what I meant!

Using only emojis, pupils create t-shirts to represent themselves. In the process, they learn that different people can interpret the same message differently.

Media literacy background for teachers: *When we wear t-shirts featuring corporate logos, sports teams, schools, musicians, politicians, etc., we are essentially walking adverts or billboards. This activity demonstrates that a t-shirt is both direct communication and media at the same time and helps pupils see that screens aren't the only kind of place where media can be found.*

Activity



You'll need:

- Handout: Blank t-shirt (page 24 (one per pupil))
- Handout: 'Emoji grid' (page 25) (displayed so everyone can see)
- Felt tips, coloured pencils or crayons to draw with
- Tape (or a way to display t-shirt drawings for a walkabout)

1. Describe yourself with emojis

To help us think about being skilful media creators, we're going to decorate t-shirts. Using the handout of the blank t-shirt outline, draw a representation of yourself using only emojis. You can use one, two or three emojis, but no more. You can copy emojis from the grid or invent your own.

2. Show and tell

Pair up and try to guess what the emojis on your partner's t-shirt say about them. Are your guesses accurate or do you have to explain to each other what your emoji choices mean?

3. Learn about each other

Post the "t-shirts" around the room so everyone can look at everyone else's shirt. Can you accurately match each shirt with its owner?

4. As a class, discuss:

- What made it hard or easy to match t-shirts with classmates?
- What did you notice about the symbols on the shirts that were easy to match?
- Were some emojis used by lots of people?
- Were some used by only one person?
- Were some emojis not used at all? Why?
- Did everyone agree on the meaning of every emoji?
- How can context change the meaning of the emoji?
- Look at the emoji of the hands with the two fingers. How do you know if it means peace, victory or the number 2?
- How about the fire emoji? Does it mean danger/emergency? Really popular or successful ("You're on fire!")?
- Does the meaning change depending on where it appears (grinning emoji on your homework might mean that your teacher thinks you did good work but in a text from a friend it might mean they're happy or joking)?
- Does the meaning change depending on what other emojis it's with?

How do we make sure other people will understand what we mean when we post online? One way is to see ourselves as media creators – not just communicators or players. Every time we create an online profile, text someone, comment in game chat or share a picture, we are making media. Like all good media creators, we want to be thoughtful about the media we make and share by pausing before we post and asking: “How might someone who is different from me interpret my message?”

Let's talk



Has anyone ever misunderstood something you said, did, wrote or posted online? Did they get angry or upset? Did you have to explain that you didn't mean what they thought you meant?

Sometimes when we are communicating, **we** know what we mean, but the people we are communicating with don't understand, especially if we aren't in the same space. That's because people's experiences affect the way they interpret things like images and words.

To add to the confusion, there are a lot of messages we communicate without even knowing it. We tell people who we are – and judge who they are – using cues like our clothes, our hair style, and even the way we walk or gesture with our hands. This is called 'representation' – expressing something about a thing, person or group by using pictures, symbols, style and words.

Here's an example: if you were online and saw a picture of a person wearing a sports top with a team logo, you would probably think that the person is a fan of that team, and you'd probably be right. That's because most of us recognise the design of sports tops – we know that's sports 'code'. So, even if we aren't sure which team is being represented, we know it's probably a sports team.

But what if you saw a picture of someone wearing a seagull hat? What would you think about that person? If you live in Brighton, or you're a football fan, you know that 'Seagulls' is a nickname for Brighton and Hove Albion football club. The person in the picture was using the seagull hat to represent their support for the football team.

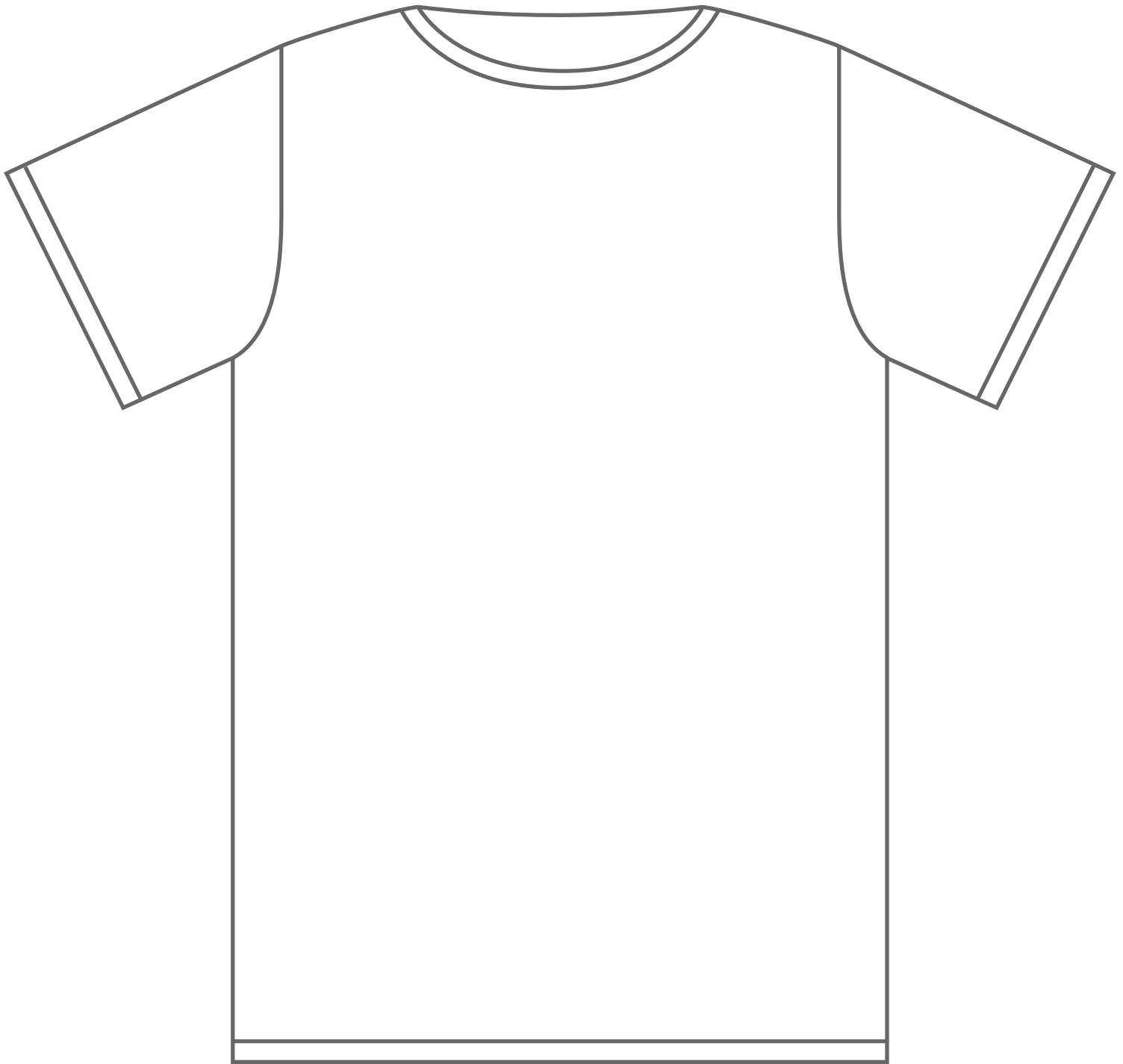
If you didn't know the Brighton and Hove Albion fan 'code', you might think that the seagull hat was part of a costume or just plain weird! You might even be tempted to comment on how weird it was. That might make the fan mad or upset. To them, your comment is rude and they might be tempted to respond with a mean comment about you. That makes you mad, and you end up with a mess of negative comments and hurt feelings.

Summary

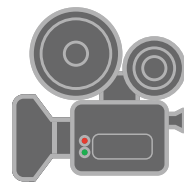
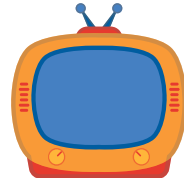
As media creators, before we post messages or pictures online, it's a good idea to pause and ask: “How could someone who is different from me interpret this? Am I sure they'll understand what I mean?” Could they take it wrong? And we should ask ourselves the same things before **we** post or comment too. “Am I sure I understand what they mean? How can I know?”

Continued on the next page →

Blank t-shirt



Emoji grid



Frame it

Media literacy background for teachers: Media are made by people who make choices. The most basic of these are what to include and exclude. This activity helps pupils see themselves as media makers when they decide what to share online.

Visual media makers control how much information they want to share by **framing**. They decide what to include **inside the frame** (what we can see), and what stays **outside the frame** (what's invisible).

Activity



You'll need:

- Plain/scrap paper (A5) and scissors (one set per pupil)
- Handout: 'What's in the frame?' or screen or smartboard with images projected (page 27)

Run through each activity as a class, then discuss:

1. Framing

All pieces of media are the product of a series of choices by their media makers. One important choice is what to include and another is what to leave out. When we take pictures or video, 'in' and 'out' are separated by a frame.

To see how this works, take your paper and cut a rectangle out of the centre to make your own frame. Hold the frame at arm's length and move it slowly toward your face and back out (you could also try this with the zoom function on a camera). What do you notice about what you can see inside the frame? How about if you move it side to side? Is there a way to hold the frame so you can see some of your classmates but not others, or some of the things on a wall but not others?

When you control the frame, you are the media maker. You have the power to decide what to include or leave out. What you choose to leave outside the frame is still there in real life, but people who view the media you made would never be able to see it.

2. Keep it in or leave it out?

Grab a handout and look at picture 1A. What do you think you're looking at? How do you know? Now look at 1B. How does the added information help you get a better idea of what you're looking at? Try it again with picture 2A. What do you think is casting the shadow? What's your evidence? 2B adds more information. Was your guess correct?

3. Too Much Information (TMI)?

Extra information isn't always welcome. Sometimes it's a distraction that takes away from our ability to enjoy or understand the smaller frame image. Take a look at picture 3A on the handout. Compare this with picture 3B. What would it be like if every time you watched a movie, a TV show, or video you weren't just seeing the small frame? What if you were also seeing all the cameras, microphones, crew members and the edges of the set? Do you think you would enjoy the story as much?

4. You decide

Every time you share something online, you are making media. And, like the producers of a film, video or TV show, you can decide what people will see, meaning what's inside the frame, and what stays out of sight, meaning what's outside the frame.

Summary

As a media maker, you put a 'frame' around what you share online so other people see only what you want them to see. Every time something is posted online, you only see what is 'inside the frame'; what the person posting the media wants you to see.

Continued on the next page →

What's in the frame?



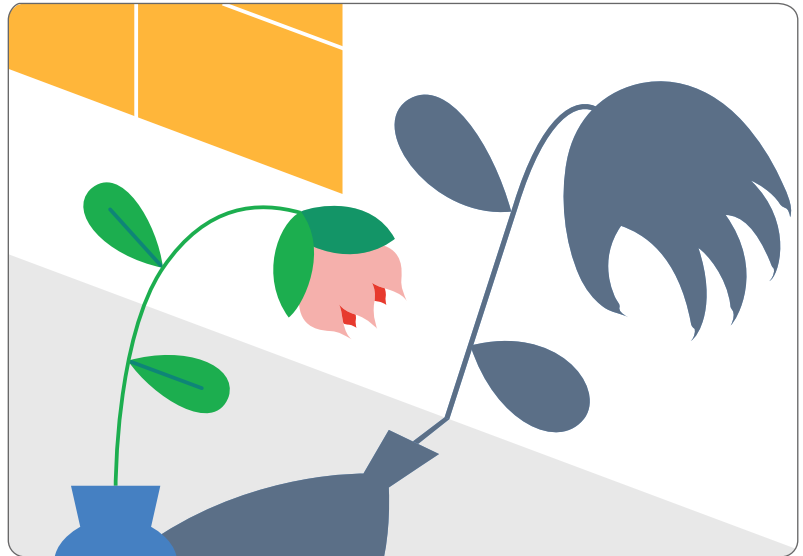
1A



1B



2A



2B



3A



3B

Interland: Mindful Mountain

The mountainous town centre of Interland is a place where everyone mingles and crosses paths. But you must be very intentional about what you share and with whom. Information travels at the speed of light and there's an Oversharer among the Internauts you know.

Open a web browser on your desktop or mobile device (e.g. tablet), visit g.co/Interland and navigate to a land called Mindful Mountain.

Let's talk

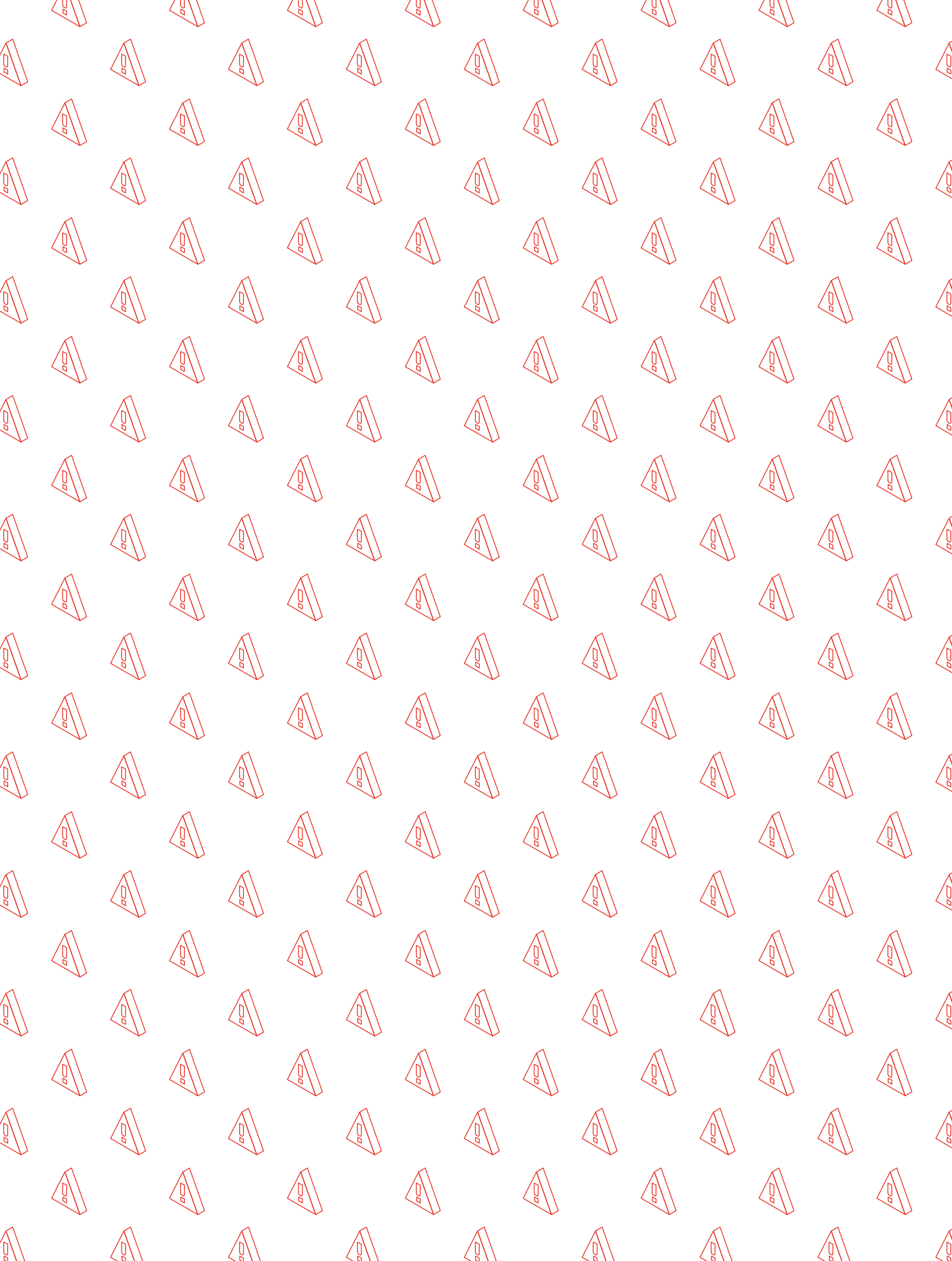


After pupils explore Mindful Mountain, these questions will encourage discussion of the game's themes:

- Why is the character in the game called Oversharer?
- How do Oversharer's actions affect the game?
- Of all the posts you shared in the game, which type do you think you would share most often in real life? Why?
- How has playing the game made you think about what people should share online?
- How can sharing something publicly online instead of just with friends affect someone's online reputation?
- What is one example of a possible negative consequence from sharing something with the public instead of just your friends?
- What can someone do, or how can they get help, if they share something they later regret online?

Discussion questions for younger years

- Why is the character in the game called Oversharer?
- How do Oversharer's actions affect the game?
- How has playing the game made you think about what people should share online?
- When is making something public online, instead of just with friends, not a good idea or potentially unsafe?
- What can someone do, or how can they get help, if they share something they later regret online?



Check it's For Real

Detailed lesson plans

Ages 7-9: Lesson 1 pages 125-128, Lesson 3 pages 125-139
Ages 9-11: Lesson 7 pages 149-151

Lesson summary

It's important for children to understand that online content isn't always honest or reliable, and is sometimes even deliberately designed to steal personal information. The activities in this lesson help give children the skills to stay safer online by spotting the clues that something may be suspicious, misleading or a scam.

Objectives

Pupils will learn to

- ✓ **Understand** that what people tell you online isn't necessarily true.
- ✓ **Learn** how scams work, why they're a threat, and how to avoid them.
- ✓ **Determine** the validity of information and messages online and be wary of manipulation, unsubstantiated claims, fake offers or prizes and other online scams.

Outcomes

Pupils can

- ✓ **Describe** ways to critically evaluate what we see on social media.
- ✓ **Explain** how social media can mislead or misrepresent reality.
- ✓ **Identify** different types of online scams people may experience, including 'phishing'.
- ✓ **Identify** sources of support for someone who is worried about anything online.

Activity Guide

Activity 1	Don't bite that phishing hook	Ages 7-11
Activity 2	Who are you really?	Ages 7-11
Activity 3	Is that really true?	ML Ages 7-11
Activity 4	Spotting disinformation online	ML Ages 7-11
Activity 5	If we were a search engine	ML Ages 7-11
Activity 6	Practising how to search online	ML Ages 7-11
Activity 7	Interland: Reality River	Ages 7-11

Assessment Opportunities

- Assessing pupils' pre-existing knowledge in introductory activity.
- Think, pair and share with peers.
- Class discussion and teacher circulation during activities.
- Pupils acting out scenarios.
- Traffic light cards for measuring progress throughout the lesson and at start/finish.

Plenary

Pupils share advice based on what they've learnt.

Check it's For Real

Vocabulary

Activities 1 and 2

Catfishing: Creating a fake identity or account online to trick people into friending them or sharing their personal information.

Malicious: Words or actions intended to be cruel or hurtful. This word can also refer to harmful software intended to do damage to a person's device, account or personal information.

Phishing: An attempt to scam you or trick you into sharing your login or other personal information online. Phishing is done through email, social media, texts, ads or web pages that look similar to ones you're already used to but are fake.

Scam: A dishonest attempt to make money by tricking people into sharing their login, personal information, contacts, etc. or tricking people out of their money or digital property.

Authentic: Real, genuine, true or accurate; not fake or copied.

Spearphishing: A phishing scam where an attacker targets you more specifically by using pieces of your own personal information.

Trustworthy: Able to be relied on to do what is right or what is needed.

Activity 3

Credible: Believable; someone who is credible uses evidence, and you can be confident they are telling the truth.

Expertise: Special skill or knowledge about a particular thing; experts have expertise.

Motive: The reason that someone does something; intention.

Source: Someone or something that provides information.

Vlogger: A person who is known for regularly posting short videos on a blog or social media.

Activity 4

Deceptive: False; an action or message designed to fool, trick or lie to someone.

Deceptive news: News that intentionally lies or distorts the truth. The popular name for it these days is 'fake news'.

Disinformation: False information intended to trick or mislead you.

Evidence: Facts or examples that prove something is true or false.

Misinformation: False information.

Sceptical: Questioning whether something is truthful. Not easily convinced.

Activities 5 and 6

Clickbait: Content that attracts attention and could push you to click on a link to a certain site by using interesting formatting or catchy phrases.

Keyword: A word directly related to the topic of your internet search – one of the words you really need to do your search because no other word describes your topic better.

Query: A keyword, set of keywords or a question you type into a search window (or box) to find information online. Sometimes a search takes more than one query to find what you're looking for.

Search engine/Internet search: A software programme or 'tool' people use to find information – including locations, photos and videos – on the internet.

Search results: A collection of information you get in a search engine after you type your query and hit the 'Search' or 'Send' button.

Be Internet Alert: Activity 1

Don't bite that phishing hook!

A game where pupils study various messages and texts and try to decide which are for real and which are phishing scams.

Activity



You'll need:

- Pupil handout: 'Phishing examples' (answers provided on pages 35-37)

Possible modification for ages 7-9: Divide the class into five groups and assign one example from the worksheet to each group. After each group has had a chance to analyse the example, discuss as a class.

1. Group study the examples.

Divide into groups.

Each one studies examples of messages and websites.

2. Individuals indicate choices

Select 'real' or 'fake' for each example and list reasons why.

3. Groups discuss choices

Which examples seemed trustworthy and which seemed suspicious? Did any answers surprise you?

4. Further discussion

Here are some more questions to ask yourself when assessing messages and sites you find online:

- **Does this message look right?**

What's your first instinct? Do you notice any untrustworthy parts? Does it offer to fix something you didn't know was a problem?

- **Is the email offering you something for free?**

Free offers usually aren't really free.

- **Is it asking for your personal information?**

Some websites ask for personal information so they can send you more scams. For example, a 'personality test' could be gathering facts to make it easy to guess your password or other secret information. Most real businesses, on the other hand, won't ask for personal information over email.

- **Is it a chain email or social post?**

Emails and posts that ask you to forward this to everyone you know can put you and others at risk. Don't do it unless you're sure of the source and sure the message is safe to pass on.

- **Does this app look right?**

Sometimes fake apps – apps that look a whole lot like real ones – get advertised in website pop-ups or show up in app stores. There are all kinds of nasty things they do if they're downloaded to a phone, like steal your information or contacts or install bad software. Look out for spelling mistakes, a tiny number of user reviews or sloppy (not very professional) graphics.

Continued on the next page →

Answers to pupil handout: 'Phishing examples'

1. **Real.** The message asks the user to go to the company's website and sign into their account on their own, rather than providing a link in the message or asking you to email your password (links can send you to malicious websites).
2. **Fake.** Suspicious and insecure URL.
3. **Real.** Note the https:// in the URL.
4. **Fake.** Suspicious offer in exchange for bank details.
5. **Fake.** Insecure and suspicious URL.
6. **Fake.** Insecure and suspicious URL.
7. **Fake.** Insecure and suspicious URL and suspicious offer in exchange for bank details.

• Does it have fine print?

At the bottom of most documents you'll find the 'fine print'. This text is tiny and often contains the stuff you're supposed to miss. For example, a headline at the top might say you've won a free phone, but in the fine print you'll read that you actually have to pay that company £120 per month. No fine print at all can be just as bad, so definitely pay attention to that too.

Note: For the purposes of this exercise, assume that Internaut mail is a real, trusted service.

Let's talk



What is this phishing thing anyway?

Phishing in the online world (not to be confused with 'fishing' with an 'f') is when someone tries to steal information like your login or account details in an email, text or other online communication by pretending to be someone you trust. Phishing emails – and the unsafe sites they try to send you to or the downloads and attachments they try to get you to open – can also put viruses on your computer that use your contacts list to target your friends and family with more phishing emails. Other scams might try to trick you into downloading bad or unwanted software by telling you that there's something wrong with your device.

Remember: A website or advert can't tell if there's anything wrong with your machine! Some phishing attacks are obviously fake. But others can be sophisticated and convincing. For instance, when a scammer sends you a message that includes some of your personal information, it's called 'spearphishing', and it can be very effective. It's important to know how to spot anything odd or unusual in emails and texts early, before you click on questionable links or enter your password on risky websites.

Here are some questions you could ask:

- Does it include the indicators of a trustworthy site, such as badges?
- Does the site's URL match the product's or company's name and information you're looking for?
- Are there any pop-ups? (They're often bad news.)

Continued on the next page →

Are there misspellings?

- Does the URL start with 'https://' preceded by a padlock? (That's good, it means the connection is secure.)
- What's in the fine print? (That's sometimes where they put sneaky stuff, if they bother to. It's also not good if there's **no** fine print.)
- Is the message offering something that sounds too good to be true, like a chance to make money, enhance your avatar or character, become famous, etc.? (It's almost **always** too good to be true.)
- Does the message sound just a little bit weird? Like they're saying they know you and you think it's possible, but you're not completely sure?

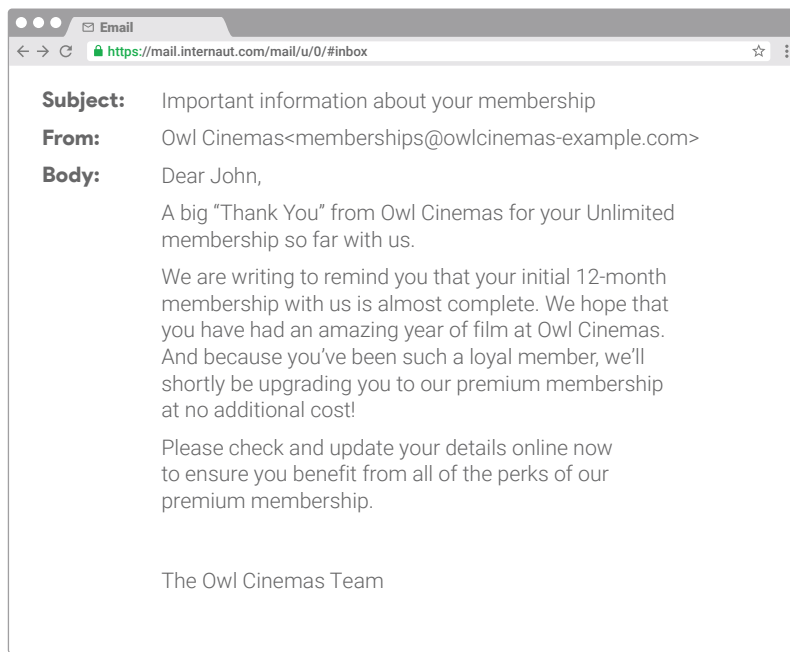
And what if you do fall for a scam?

- Start with this: Don't panic! Lots of people do.
- Tell your parent, teacher or another adult you trust right away. The longer you wait, the worse things could get.
- Change your passwords for online accounts.
- If you do get tricked by a scam, let your friends and people in your contacts know right away, because they could get that tricky message next.
- Report the message as spam, if possible.

Summary

When you're online, always be on the lookout for scams in games, webpages, apps and messages and know that if it sounds fabulous or a way to get something for free, it's probably fake. And if you do get fooled, make sure you tell an adult you trust right away.

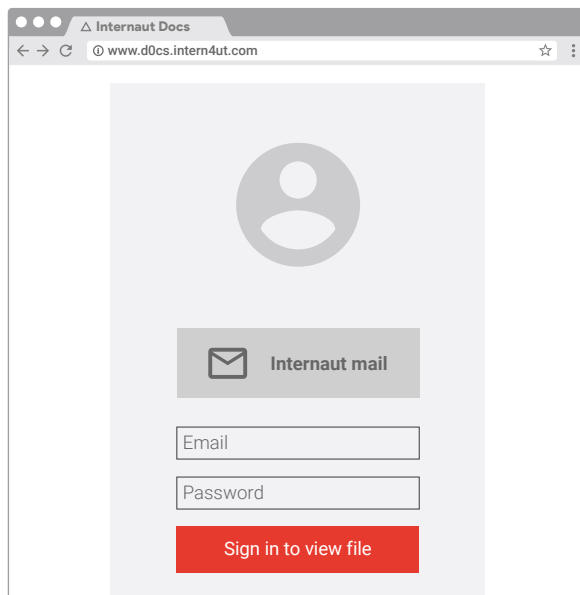
Phishing examples



1. Is this real or fake?

Real

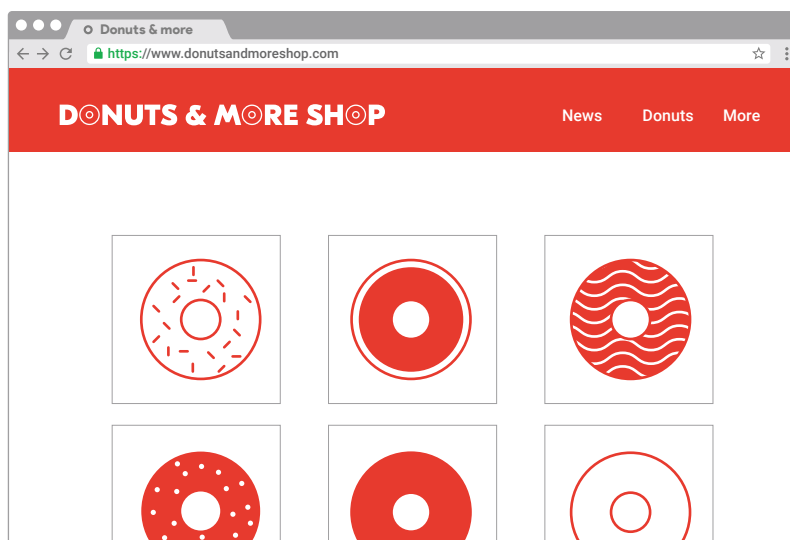
Fake



2. Is this real or fake?

Real

Fake

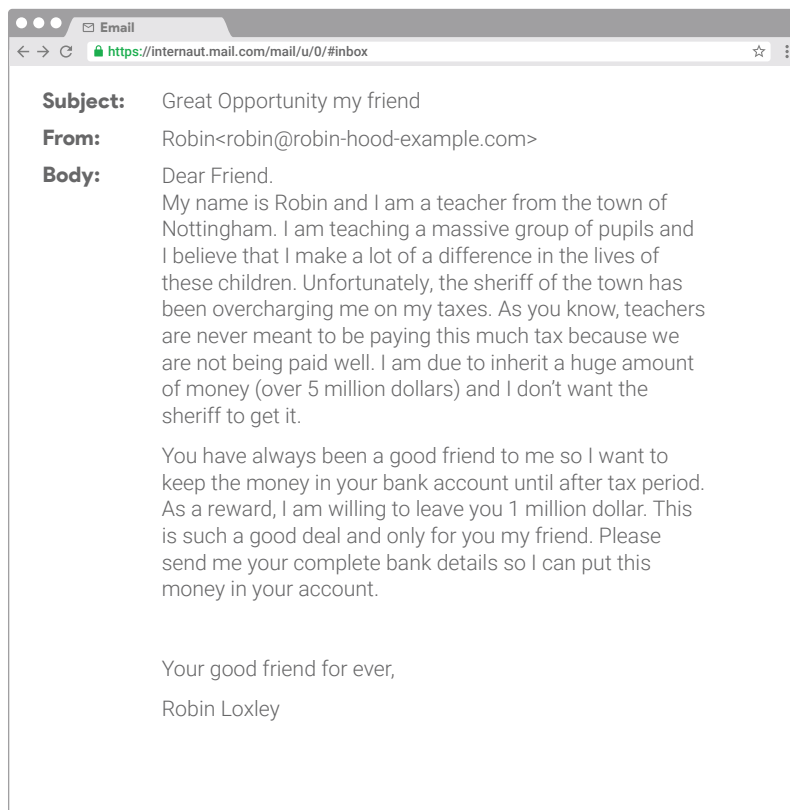


3. Is this real or fake?

Real

Fake

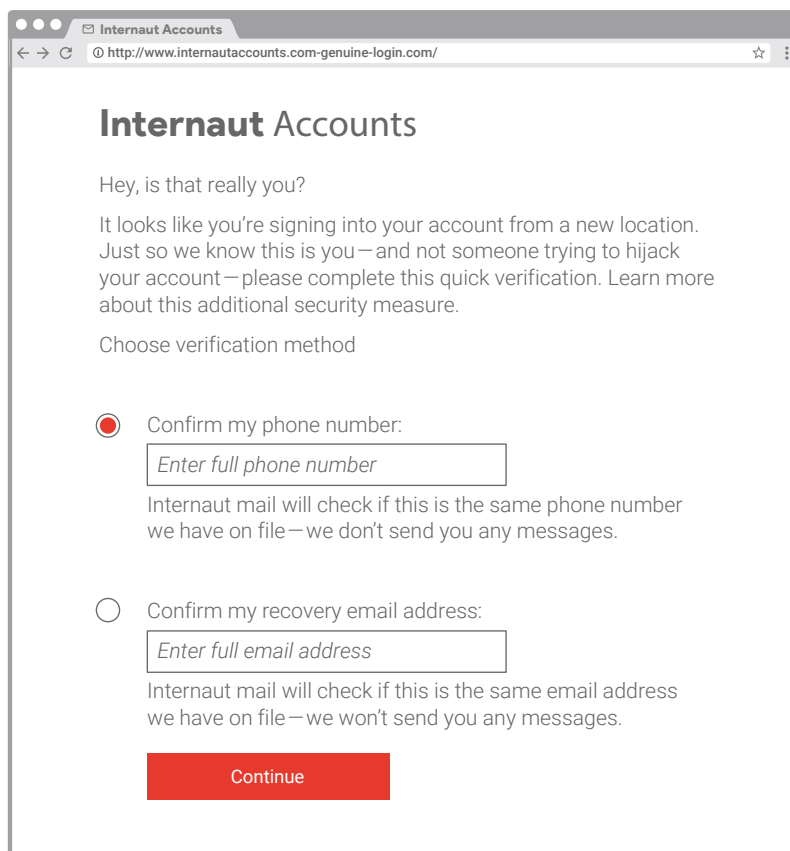
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4. Is this real or fake?

Real

Fake



5. Is this real or fake?

Real

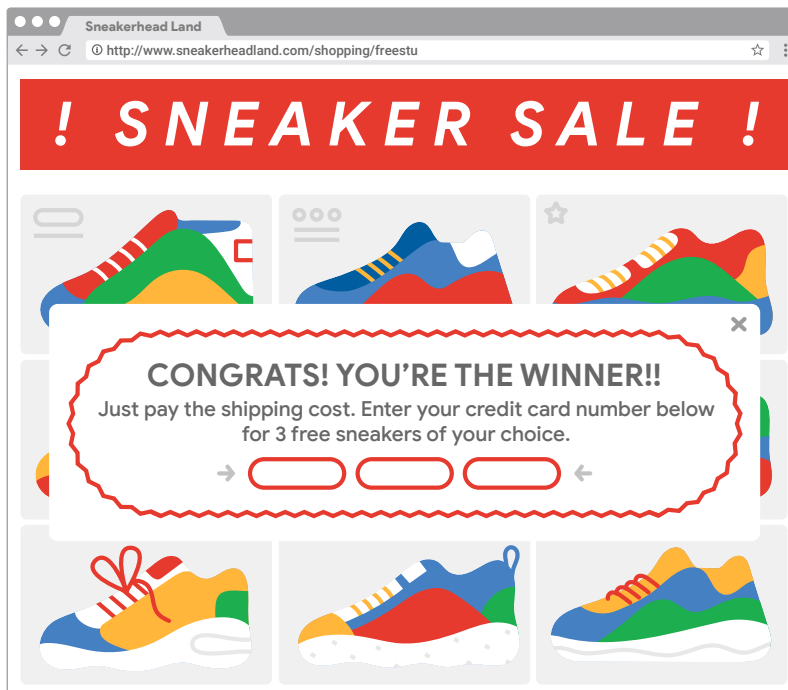
Fake



6. Is this real or fake?

Real

Fake



7. Is this real or fake?

Real

Fake

Be Internet Alert: Activity 2

Who are you, really?

Pupils practise their anti-phishing skills by discussing possible responses to suspicious online messages, posts, friend requests, apps, pictures and email.

About this activity: *Because it's about social interaction, this lesson would seem to be for pupils aged 9-11, but because more and more pupils aged 7-9 are playing online games, many of them with other players rather than solo, this lesson is good preparation even for the younger years. We hope teachers in these year groups will find out if their pupils are gaming and, if so, what they love about it and whether they've experienced anything suspicious. To maximise learning, just keep it light, open and judgement-free.*

Activity



You'll need:

- Worksheet: 'Who are you, really?' (page 40) worksheet cut into strips, with one scenario on each strip
- A bowl or container to hold the strips when pupils pick one

1. Pick a scenario from the container.
2. In your group, discuss possible responses to the message (and decide on three to six different options).
3. Decide on which would be the best option and why.
4. See the cheat sheet on pages 41-43.
5. Discuss whether you agree with it.
6. **Class feedback** – display each scenario on the whiteboard. Each group can explain what they decided was the best response and why. Please see the lesson plan on page pages 152-154 (for ages 9-11) for differentiation activity.

Let's talk



How do you know it's really them?

When you're messaging with a friend, how can you tell it's them, even though you can't see them? Sometimes people pretend to be other people online as a prank. Other times, they impersonate someone in order to steal personal information. When you're on the internet, strangers could ask to connect with you. It's up to you to decide whether you want to connect with that person, and what or how to reply. Fortunately, you can verify people's identity and spot scammers. Here are a few ideas to start thinking about:

• Is their profile picture suspicious?

Is their profile picture blurry or hard to see? Or is there no photo at all, like a bitmoji or cartoon character's face? Bad photos, bitmojis, photos of pets, etc. make it easy for a person to hide their identity in social media.

It's also common for scammers to steal photos from a real person in order to set up a fake profile and pretend to be them. If there's a photo, can you find more photos of the person with that name online?

Continued on the next page →

- **Does their displayed name match their username?**

On social media, for instance, does their profile URL match their given name? (For example, Jane Doe, with an address that's something like SocialMedia.com/jane.doe.)

- **Do they have a personal biography?**

If so, does it sound like it was written by a real person? Fake accounts might not have much 'About Me' information or might have grouped together some information to create a fake profile.

- **How long has the account been active?**

Is the profile new or does it show a lot of activity? Fake accounts often lack a history of posts or social interactions.

Summary

You control who you talk to online. Make sure the people you connect with are who they say they are!

Who are you, really?

Scenario 1

Sandeep gets an online message request from a stranger: 'Hi! Do you want to hang out? Can you add me to your friends list? – Jason'

Scenario 2

Layla gets a message on her mobile phone from someone she doesn't recognise. 'Hi, this is Jen! Remember me from the summer?'

Scenario 3

After a maths lesson with Mrs. Wood, Alex gets this message. 'I'm Mark from your maths lesson with Mrs. Wood. Did you understand the homework?'

Scenario 4

Dami gets a message from someone he doesn't follow. 'Hi! Love your posts, you're SO funny! Give me your phone number and we can talk more!'

Scenario 5

Charlotte gets a message from someone with whom she isn't familiar. 'I saw you in the playground today. YOU'RE CUTE! What is your address? I can come over to hang out.'

Scenario 6

Maryam receives a message online: 'Hi, I just met your friend Sam! She told me about you, would love to meet you. What is your address?'

Who are you, really?

Here are five scenarios of messages anyone could get online or on their phone. Each one has a list of ways you could respond, some great and others not so much. See which one (or two) makes the most sense to you – or if you can think of other responses. Talk about it, then we'll discuss it as a class.

Everybody please note: *If one of these scenarios really happens to you and you're not sure what to do, the easiest response is no response. You can always ignore them or block them. It also never hurts to talk with parent, teacher, or another adult you trust about it, especially if it bothers you.*

Scenario 1

Sandeep gets this message from someone he doesn't recognise:

'Hi! Do you want to hang out? Can you add me to your friends list? – Jason'

- Ignore Jason. If you don't know him, you can just decide not to talk to him.
- If you aren't sure, ask first. 'Hi, Jason. Do I know you?'
- Block Jason. If you've checked who he is and decide to block him, you won't get any more messages from him.
- Add Jason to your friends list. Not recommended, unless you've verified who he is.
- Give him personal info. Should you respond with something like:
'Great to know new people nearby! I'm new in town. We can meet after school sometime. (I go to Emerson Middle school.)'
No! It's never good to give away personal information to people you don't know, especially online.

Scenario 2

Layla gets a text message on her mobile phone from someone she doesn't recognise:

'Hi, this is Jen! Remember me from the summer?'

- Block Jen. This could be a rude thing to do if you actually know her. Use this option if you know her, but you don't want to get her messages any more or you're sure you didn't meet anyone named Jen last summer.
- Ignore Jen, as in scenario 1. If you don't know this person, you can just not talk to her.
- 'Hi, Jen. Do I know you?' This is a safe option if you aren't sure what to do.
- 'Hey! What's up? Nice to hear from you.' This is fine, as long as you do actually remember her from the summer!
- 'Are you the girl with the red hair?' If you aren't sure whether you know her, you can try to get more information to help you remember.
- 'I don't remember you, but we can still meet sometime.' Really not a good idea; you should never offer to meet with anyone you don't know.

Scenario 3

After his maths lesson with Mrs. Wood, Alex gets this message on his mobile phone.

'I'm Mark from your maths lesson with Mrs. Wood. Did you understand the homework?'

- Ignore Mark. As always, if you don't know this person, you don't have to respond at all.
- Block Mark. A good choice if you're sure there's no Mark in Mrs. Wood's maths class.
- 'Hi, Mark. Are you the one sitting behind me?' If you aren't sure, you can ask.
- 'Sure. Can explain after school.' This is a good choice only if you're sure who this person is.
- 'I don't take maths with Mrs. Wood. – I have Mr. Snyder.' If you don't trust this person, you shouldn't be giving them personal information, like the name of your maths teacher.
- 'Call me on 07123 456 789.' Probably not; unless you're certain that you know this person, it's not a good idea to send your personal information.

Scenario 4

Dami gets a message from someone he doesn't follow with a username @footballgirl12.

'Hi! Love your posts, you're SO funny!' Give me your phone number and we can talk more!'

- Ignore @footballgirl12. You don't have to respond if you don't want to.
- Block @footballgirl12. If you find this person suspicious, you can block them and never hear from them again.
- 'Hi, do I know you?' If you aren't sure, ask questions before giving out personal information like your phone number.
- 'OK, my number is...' Nope! Even if you've verified who this person is, it isn't a good idea to give out personal information over social media.

Scenario 5

Charlotte gets a message from someone with whom she isn't familiar.

*'I saw you in the playground today. YOU'RE CUTE! What is your address?
I can come over to hang out.'*

- Ignore. Probably a good choice.
- Block this person. Don't hesitate if you get a bad feeling about someone.
- 'Who are you?' Probably not. If the message sounds suspicious, it might be better not to answer or block them.
- 'Is that you Lizi? YOU'RE CUTE too! I live at 24 Circle Court.' This isn't a good idea, even if you think you know who Lizi is. Before you give someone new your address or other personal information, check them out, even if you assume you know them.

Scenario 6

Maryam receives a message online:

*'Hi, I just met your friend Sam! She told me about you, would love to meet you.
What's your address?'*

- Ignore. If you don't know this person, but you do have a friend named Sam, your safest choice is to check with Sam before responding to this message.
- Block Maryam. If you don't know this person and you don't have a friend named Sam, it's probably a good idea to use your settings to block this person from contacting you any further.
- 'Who are you?' Probably not a great idea; if you don't know the person, it's better not to answer, at least until you've heard back from Sam.

Is that really true?

Media literacy background for teachers: In addition to helping pupils use analytical questions to evaluate source credibility, we also want them to understand that information comes from lots of places (not just textbooks). So, they need to apply their skills to analyse all types of media. When they get to that point, they're ready to move on to analysing special categories of media, like news or scientific data.

Note: This is a media literacy activity that is good for everybody to learn, but it may be a little difficult for pupils aged 7-9, so see a suggested modification below.

Activity



You'll need:

- Handout: 'Deciding what's credible' (page 48, one per pupil)

Recommended modification for ages 7-9. If you feel your pupils are ready to discuss whether a source is credible, complete steps 1 and 2 only (on page 48).

1. Evaluating sources

If you wanted a recommendation for a great new video game, would you ask an elderly relative (e.g. Grandma)? Or, to ask it another way, is this elderly person a **credible** source for information on video games? A **credible** source is one that we can trust to give us accurate **and** relevant information.

Make a pros/cons list to explain the benefits and drawbacks of asking this relative for video game advice.

Did your list look something like this?

PRO	CON
Grandma loves me and wants me to be happy.	Grandma doesn't play video games and doesn't know much about them.
Grandma is pretty good at finding information when she doesn't know the answer herself.	Grandma doesn't know which games I already have or what types of games I like.

If your list looked like that, you've just used two of the most common tools we have to decide if a source is credible: **motive** and **expertise**. 'Expertise' is a special skill or knowledge about a particular thing; experts have expertise. 'Motive' is someone's intention, the reason they say or do something.

Which of the pros and cons are expertise and motive?

We may also know that Dad is a great cook but is clueless about gardening, our coach knows basketball but not gymnastics, or that Grandad can fix almost any toy but doesn't know anything about video games. **Just because a person is an expert on one thing doesn't make them an expert on everything.**

Continued on the next page →

2. Make your own pros and cons list

If this is the first time you have thought about how you use **motive** and **expertise** as clues to decide which information sources are credible, you might want to practise some more.

Imagine that you want to know how to be a better football player (or other suitable example). Make pros/cons lists for these choices so you can decide if they're credible sources:

- your Grandma
- a blog by a winning school rugby coach
- the best player on your team
- a website that sells football boots and gives advice
- videos that teach football practice techniques

What do you notice about the strengths and weaknesses of each source?

- Is there one that knows how to teach but may not be familiar with football skills?
- Is there one that is a football expert but may not know how to teach?
- Is there one whose advice always seems to include buying something from them?
- Is there one that knows football but doesn't know you or which skills you need to work on?

Discuss: Who would be a good source to go to and why do you think so?

Credibility is rarely an all-or-nothing call. Most sources have strengths and weaknesses. That's why **the very best answers often come from asking many sources** and comparing their answers.

3. Steps to consider

Credibility isn't just about **who** we believe. It's also about **what** we believe. We get ideas about the world from all sorts of places, not just directly from people.

We can check out any source using the 3 steps on the **Deciding what's credible** handout. They're about what we already know about motive and expertise.

Step 1: Use common sense

Ask: Is it logical? Does it make sense?

If a) what you're seeing doesn't make sense, b) you know it isn't true from your own experience, or c) it just doesn't work with facts you already know, you don't have to take any additional steps. You are looking at a source that is not credible.

Step 2: Ask questions

Not just any questions but these four:

Expertise

- a) Does this source know me or care about me?
- b) Does this source know a lot about this topic? How did they learn what they know?

Continued on the next page →

Motive

- c) What does this source want me to do or believe and why would they want me to do or believe that?
- d) Who benefits and who might be hurt if people believe this source?

Step 3: Confirm

Ask: Do other **credible** sources back up what this source says?

4. Check your sources

If you need some ideas, here you go:

- You need ideas for a birthday present for your friend. An ad for a local shop claims their search tool, which has every item offered by them, can help you find a gift for anyone on your list. Does that work for you?
- You are reading online reviews of a new pizza place and notice that three of the six 5-star reviews are from people with the same last name as the restaurant. Two others say it is the best pizza on the planet and one says it was not bad for a cheap takeaway. There are also fourteen negative comments. Would the positive reviews convince you to try their pizza?
- A pop-up ad says that you are part of a very small group that has been selected to try a special 'mermaid pill' that will give you the power to breathe underwater without scuba gear. All you have to do is send £9.99 to cover postage and packaging. Would you do it?
- You like a lot of the videos by a popular vlogger because they're funny, but they also say nasty things that you don't like about minority groups. Do you buy what they say because they're funny and really popular? Do you think that influences people?

Let's talk



What makes something or someone credible or trustworthy?

Every day you make decisions about what to believe and what not to believe. Was that video you saw credible? Was it trying to persuade you of something? Is your older brother telling you the truth or teasing? Is that rumour you heard about a friend true?

What do you do when you're trying to decide if someone is telling the truth? Do you already use these clues...?

• What you know about a person

For example, you know if a classmate is really good at something or has a history of being truthful or playing practical jokes or being mean, so you can usually tell when they are serious, joking or lying.

• What a person knows about you

For example, your parents know what kinds of foods give you a stomach ache; the ads on TV do not, so you follow your parents' advice about what to eat. Your teacher knows your interests and what kinds of books you like, so you trust their book recommendations.

Continued on the next page →

Be Internet Legends.

- **Tone of voice and facial expression**

For example, you know that your friend means the opposite of the words they say if they roll their eyes and act sarcastic while they tell you they had a **terrible** time at the new skate park.

- **The situation**

For example, when friends are playing around and one teases you about your new haircut, you know it's just a joke. But if someone at school says the exact same words to embarrass you in front of the whole class, it's an insult.

When we hear things from a media source like a video, a person on TV or a website, we don't personally know the source and they don't know us. We may not be sure about whether to believe them.

Even when someone we know sends us a message, there are no clues from facial expressions or tone of voice, so we might not be sure what they mean. That's when we need to ask questions!

Summary

Questions are our friends. When you ask good questions about sources **and** the information they provide, you'll get much better information. The more sources you use, the better. And remember, a great source for one subject isn't necessarily great for everything.

Deciding what's credible

Helpful steps to identify credible from non-credible sources.

Step 1

Use common sense

Is it logical?

Step 2

Ask questions

Not just any questions, but these four:

Expertise

- Does this source know me or care about me (and does that matter)?
- Does this source know a lot about this topic? How did they learn what they know?

Motive

- What does this source want me to do or believe and why would they want me to do or believe that?
- Who benefits and who might be hurt if people believe this source?

Step 3

Confirm

Do other **credible** sources back up what this source says? Use online search – or work with an adult at school – to find other sources of information about your subject (the sources could be books or news or magazine articles, online or offline). Go through Steps 1 and 2 with them too. Ask the same questions about these sources. If they're giving you the same information about your subject, it's pretty likely they're confirming that your source is credible.

Be Internet Alert: Activity 4

Spotting disinformation online

Media literacy background for teachers: Media literacy questions and observation techniques give pupils tools to navigate their way through disinformation without getting stuck in arguments or hurting relationships with friends and family. But they need to ask questions and get used to applying critical enquiry to information that comes their way.

Activity



You'll need:

- Image: 'What's Wrong with this picture?'
- Handout: 'Deciding what's credible' from Activity 3 (page 48)
- Worksheet: 'Spotting fake URLs' (page 54)

Answers for worksheet: 'Spotting fake URLs'

Real:

itv.com/news
bbc.co.uk/news
theguardian.com/uk-news
independent.co.uk
economist.com
channel4.com/news

Fake:

itv.com.co/news
itv-uk-news.com/news
theguardian.com.co/uk-news
independent-official.com
bbc1.site/businessnews
ekonomist.com
economist.com.co
channel44.com/news

1. What's wrong with this picture?

Provide colour photocopies or display the two images below on your interactive whiteboard. Look carefully at both images. Can you spot the differences between the two pictures?

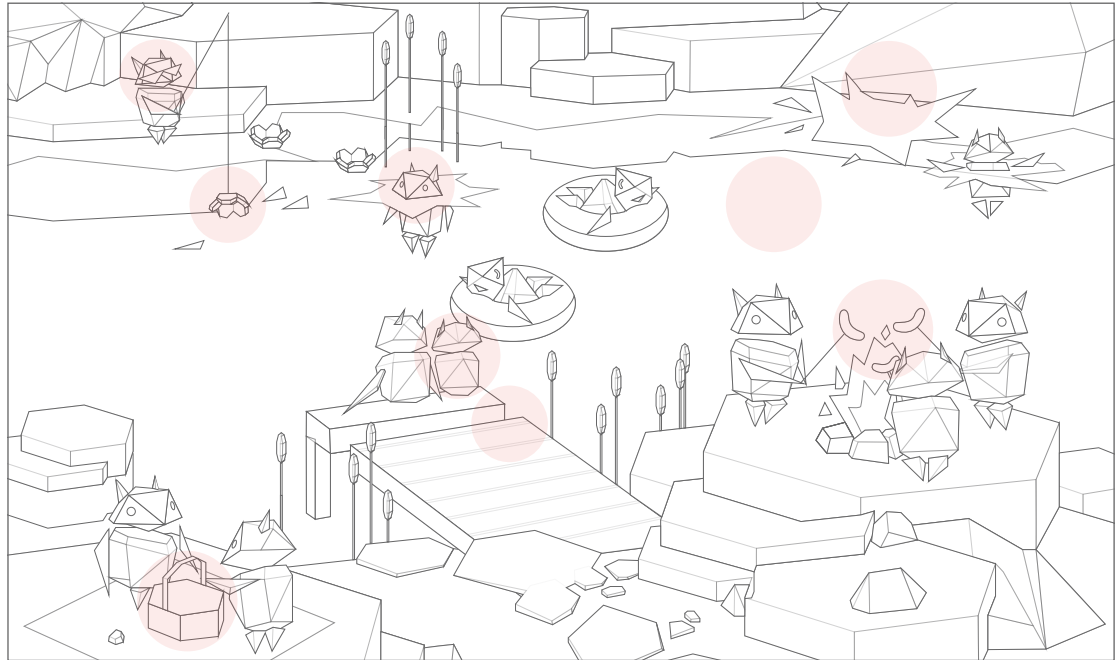


What if someone told you where to look? Would that make it easier?

Continued on the next page →

Again, provide copies or display the image below on your interactive whiteboard.

There are nine differences. Did you spot them all?



Trying to tell if a news story is real or fake is sort of like this spot-the-difference game. By looking really carefully, you can find important information. And it's a lot easier if you know what to look for.

So, here are some clues to finding **disinformation**. If you spot these things, you are probably looking at a fake or deceptive story.

Spotting fake URLs handout

The first thing to look at is the URL (web address) for the site that published the story. Some fake sites try to fool you by choosing names that mimic a real site but with small differences. Most companies use short URLs because they are easier to remember and type, so URLs with added, unnecessary letters are often sites with false information.

Look at the handout:

- Circle all of the URLs that you think are real.
- When everyone is done, look at the answer key. Did you get them all right?

How could you check to see if a URL was a real news site? One way is to do a web search for the news organisation or the URL. If the organisation is credible, a box can appear to the right of the search results on many platforms with a description of the organisation, including their website address. If the URL isn't credible, you will often be able to scroll down and see headlines about the site being reported as a fake. Alternatively, you'll find out the site isn't available anymore.

Continued on the next page →

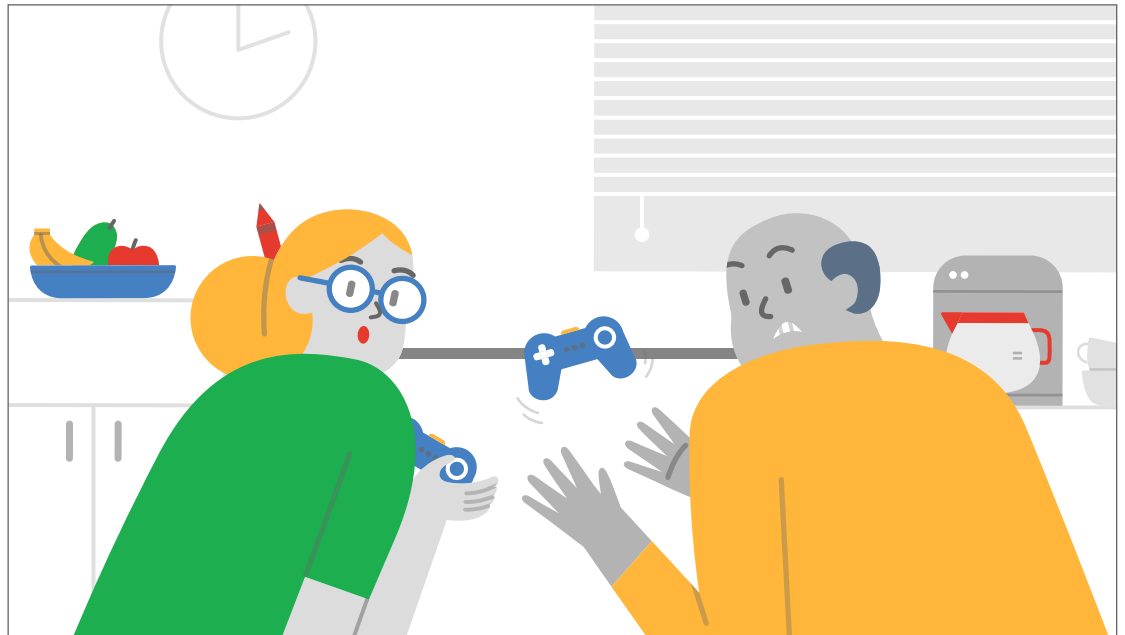
2. Inspecting headlines

Display or provide copies of the image and headline below.

Sometimes someone shares a news story without a URL. In those cases, here are some clues to use:

- a) A story starts with a picture of something that would interest us, like a cute dog, a celebrity, or an unusual stunt. But when we click, the story has little or nothing to do with the picture.
- b) Instead of letting you decide for yourself, people who are trying to convince you to agree with them sometimes use things like **boldface**, ALL CAPS, underlining, or exclamation points to get you to think what you're seeing is important and click on them. This is called clickbait. Real journalists don't use those techniques.
- c) To get you to read a story, some people include words in the headline like 'shocking' or 'outrageous' or 'surprising.' They know words like that make us curious. But **real** journalists let the news speak for itself. They tell the story and let us decide if it is shocking or surprising.

For example, look at this picture and headline:



The shocking truth about what teachers do after school

Without reading ahead, what do you imagine the story is going to say? Why do you think that? What's your evidence?

Continued on the next page →

Here's the story:

'A recent University survey found that 86% of teachers do what everyone does after work. They run errands, make dinner, spend time with friends or family, do household chores and get ready for the next day. But lately, many teachers have been doing something unexpected.

A decade ago, economic troubles led many councils to slash education budgets. That meant years without a pay raise for teachers. Unable to meet basic expenses on low salaries, many teachers now work second jobs. In some regions, teachers have even gone on strike for pay increases so they can quit second jobs and devote more time to their pupils.'

Was the story what you thought it would be? Do you think that the picture and headline were accurate or misleading? What's your evidence?

3. Inspecting sources

When we analyse news, clues can be helpful, but they aren't always enough. Sometimes trustworthy news stories use techniques to attract our attention and that can make them seem fake. And sometimes fake sources are so good at copying the real thing that it's hard to tell they're not. It's hard to tell them apart. For example...

Do these sound like trustworthy news organisations to you?:

News Britain
The Observer
News Examiner
World News Daily Report
Weekly World News
NewsWatch33

Actually, only *The Observer* is real. How could you find that out? You could start by doing an internet search of the organisation's name. See where the name appears besides the organisation's own website. If it appears in Wikipedia or an article on a newspaper or news magazine's site, it's probably a credible organisation. But see what those articles say about it! It's possible that they're all saying it's fake.

Find a story about your school, community or anything in the news that interests you. Use the 3 steps on the **Deciding what's credible** handout, along with the new clues you know, to decide if the story is real or deceptive.

Step 1: Use common sense

Ask: Is it logical and does it make sense?

Sometimes it's obvious. If you see a headline like: **CELEBRITY HAS SECRET BABY WITH SPACE ALIEN**, logic probably tells you it isn't real.

Sometimes it isn't so obvious.

If:

- a) what you're seeing doesn't make sense
 - b) you know it isn't true from your own experience, or
 - c) it just doesn't work with facts you already know
- ...you are looking at a source that is probably fake news.

Step 2: Ask the expertise and motive questions

(see pages 45 and 46)

Step 3: Confirm

Ask: Do other **credible** sources back up what this source says?

- Who else is reporting this story? (You can use internet search to see if this story is covered by other news source.)
- What other stories does the site include?
- Are they all from the same perspective or are there many views included?

If you can't find a variety of reliable sources that are covering the story, you should be sceptical of that source.

Let's talk



Have you ever done one of those spot-the-difference games? Sometimes dealing with news is like that. There are a lot of people and groups who are so passionate about what they believe that they twist the truth to get us to agree with them. When their twisting is disguised as a news story, that's disinformation.

Some people don't learn how to spot fake information, but they share it anyway. That's how it spreads. And when people make choices about the things they do or believe based on that disinformation, it can get really hard for people to listen to each other calmly, argue respectfully, understand each other better and solve problems.

So, if something looks or sounds like news, how can we tell the difference between what's real or credible and what's fake or misleading? There are clues we can learn to spot it – tricks used by people who are trying to mislead you. And there are questions we can ask that help us spot stories that aren't based on facts.

Summary

Now that you know how to use clues and questions to spot disinformation, you can ask smart questions and make careful observation part of your daily routine and with time, you'll be an expert in spotting fake stuff online. You now know how to analyse the information you get online. It's called critical thinking and it's a media user's superpower!

Continued on the next page →

Spotting fake URLs

Real or fake?

Circle the correct answer.

channel4.com/news

Real

Fake

itv.com.co/news

Real

Fake

ekonomist.com

Real

Fake

itv-uk-news.com/news

Real

Fake

bbc.co.uk/news

Real

Fake

itv.go.com/news

Real

Fake

independent-official.com

Real

Fake

theguardian.com.co/uk-news

Real

Fake

economist.com

Real

Fake

independent.co.uk

Real

Fake

economist.com.co

Real

Fake

bbc1.site/businessnews

Real

Fake

theguardian.com/uk-news

Real

Fake

channel44.com/news

Real

Fake

If we were a search engine

Without using any technology (we'll do that in the next activity), pupils create 'search results' together to start learning how internet search works from the "inside out."

Activity



You'll need:

- Worksheet: 'If we were a search engine' (page 57, one per pupil)

1. Organise pupils into groups of two.

2. Distribute a copy of the worksheet to each pupil.

3. Share a search topic with the class. Here are some possibilities:

- | | | | |
|-------------|----------------|-------------|----------------|
| • pizza | • solar system | • volcanoes | • basketball |
| • tornado | • farmer | • cooking | • dentist |
| • aeroplane | • football | • sharks | • construction |

4. Pupils work with their partners to create possible 'search results' in each category on the handout: website, image, map and video. Their results can be in the form of words or drawings, as appropriate. Encourage creativity with this challenge, reminding pupils that there are no right or wrong answers.

5. When pupils finish all four search result categories for the given topic, discuss several as a class.

6. Have one pupil from each pair share an example of one of the search results.

For example, let's say the topic is 'pizza'. You can decide to have each group share their image results for pizza. Pupils can hold up their search results and explain what they created. This allows them to see all the different search results that can be generated from a single query.

7. After hearing examples, ask the class the following discussion questions:

- How many different results did we have?
- How many results were similar?
- If I changed my topic to _____, how do you think that would change your results? For example, if the search topic was 'pizza', how would the results change if I changed my query to '**pepperoni** pizza'?

Suggestion: Complete four rounds in total...

- Choose a different topic from each round and repeat the same steps as listed above.
- Complete four rounds so you can have discussions about the four main types of search results.

Let's talk



What is search?

The internet is a place that has billions and billions of pieces of information. Internet searches, sometimes called search engines, help us narrow down that crazy amount of information that comes from all over the world. They're a software tool that people use to find information on all kinds of topics.

You might already know that, to use this tool, you type a few keywords about a topic you want to know more about into the search bar (the empty box on a search engine page) or in your browser window (where you also type web addresses). Then, when you're ready, you hit the enter or search key, and – voila! – the search engine works its magic (in about half a second) and you get your search results.

Ok, so it's not **actually** magic. Internet searches use algorithms, which is a fancy way of saying people at the search company taught the software how to find and turn up information for you. Don't worry about how algorithms work for now. You just need to know that search does the 'searching' for you.

It's also good to know that search results aren't necessarily answers to a question. They're just collections of information you're interested in or looking for. If you do have a question that you're taking to a search engine, you can often find an answer in your search results, but sometimes it takes a few queries to get to the answer you're looking for. That's called 'refining' your search.

Summary

Internet search is a tool you can use to find information online. The information can be in the form of text on a website, videos, images, maps and more. The key words you type into a search engine determine what results you get.

If we were a search engine

Search Topic

Website

Image | Video | Map

Practising how to search online

Using an internet connection, pupils explore using a search engine and practise creating ever more effective search queries.

Activity



You'll need:

- Worksheet: 'Practising searching online' (pages 60-61, one per pupil)
- Internet connected device

1. Create the first search query

Explain to pupils that they are going to explore using a search engine and practise creating search queries. On the handout, they'll find four different characters, each character thinking (in a thought bubble) about something they want to learn more about. Pupils then:

- Type the original search query (provided on the handout) into the search engine and explore the search results.
- Record 4-5 search results on their handout.

2. Create their own (second) search query

Look again at what the character wants to know (in the thought bubble). Ask, did the original search results give enough information relevant to this topic?

- Direct pupils to change the original query to include keywords from the first search results or in the thought bubble.
- Type this second search query into the search engine and explore the search results.
- Record 4-5 results on the handout.

3. Discuss

Share with other pairs how they changed the original search query and the types of results they got from the revised search. Ask them to share what they discovered in a brief class discussion.

4. Repeat steps 1-3 for the remaining characters

Let's talk



Search is a tool that helps you find information on the internet. To use search, you can go to a search engine and type a query – a question or keywords – into the search bar to get info on a topic you want to know more about. Sometimes using keywords works better than just asking a question. That's because, first, **the words you use** in your query and, second, **the order you put them** in are really important. If you just ask a question, it may not have the words and the order that help the search engine turn up the results you're looking for. But don't worry, it's perfectly fine to start with a question if you like.

The important thing is to just start because it often takes more than one query to get to the information you want. So, type your question into the search engine, look at the search results and if they're not good enough, you can use those results to guide you on how to create a better query and get even closer to what you're looking for.

Continued on the next page →

Demonstrate this by searching for something: For example, 'how do I start a garden?'

Look at and discuss responses.

- Refine the search by changing the search criteria. Display your computer screen so pupils can see you searching.
- Take a look at these results. What do you notice? Allow pupils to share what they notice in the search results.
- Both sets of search results gave me information about starting a garden. But the first set was about all kinds of gardens. It showed us we had to add a couple of keywords to the original query to get the search results we needed to learn how to start a garden for cooking. The more you practise creating search queries, the easier search gets.
- You can always start with a question and if you don't get your answer, the search results will give you keywords you can try to get closer to what you need to know. If you want to start with keywords and aren't sure which ones to use, just know that there are no wrong keywords. Just try some! You can always try a different query if you're not seeing the results you were hoping for.

Summary

The more you practise creating search queries, the easier it will get to find the information you are looking for in a search engine.

Continued on the next page →

Practising searching online

I'm looking for a book to read.
I love mysteries! I also enjoy reading books that
have imaginary characters that live in the future.
I think my teacher calls that sci-fi.



Original search query

Books about imaginary characters and mystery

Search results

Revised search query

Search results

I want to make a cake for my sister's birthday.
She doesn't like chocolate but loves fruit.
I wonder what kind of cake I can make.



Original search query

No chocolate cake with fruit

Search results

Revised search query

Search results

Original search query

Video game jobs

Search results

Revised search query

Search results

I love playing video games.
I wonder what it would be like if I grew up
and worked for a video gaming company.
It would be so cool if that was my job someday!



Original search query

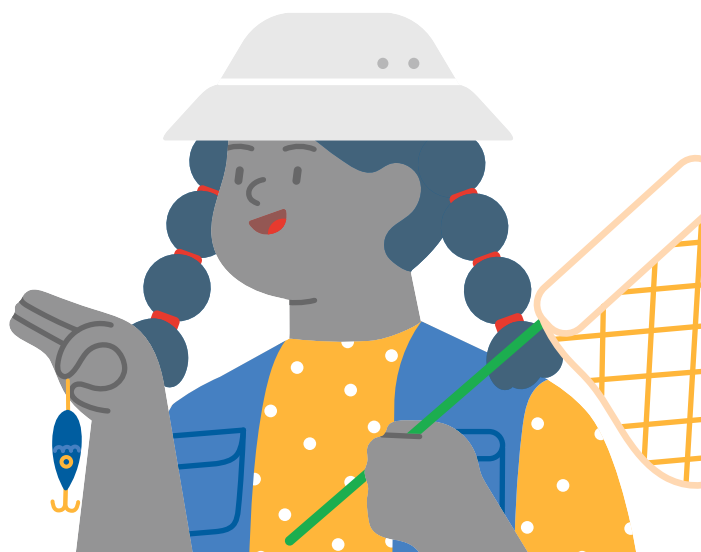
What do I need to fish?

Search results

Revised search query

Search results

My cousin invited me to go fishing.
I have never fished before so I don't know
what kind of equipment I need to bring with me.



Interland: Reality River

The river that runs through Interland flows with fact and fiction. But things are not always as they seem. To cross the rapids, use your best judgement and don't fall for the antics of the Phisher lurking in these waters.

Open a web browser on your desktop or mobile device (e.g., tablet), visit g.co/Interland and navigate to the land called Reality River.

Let's talk



- How did you know if something in the game was real or fake? What were the signs?
- What is a Phisher? What does it do and how does it affect the game?
- Which clues in the game hinted that something was strange about certain situations?
- Do you think that playing this game will help you be safer online in the future?
- Now that you've played this game, what's one thing you might do differently when you're online in future?
- What should you do if you're unsure or worried about something you come across online?

Discussion questions for younger years

- How did you know if something in the game was real or fake? What were the signs?
- Do you think that playing this game will help you to be safer online in the future?
- Now that you've played this game, what will you always try to remember when you're online in future?
- What should you do if you're unsure or worried about something you come across online?



Protect Your Stuff

Be realistic about privacy and security

Detailed lesson plans

Ages 7-9: Lesson 2 (pages 129-134), Lesson 4 (pages 140-142)
Ages 9-11: Lesson 9 (pages 155-158)

Lesson summary

Anyone who uses a device that's connected to the internet – a game console, a phone, a digital assistant, a computer, etc. – needs to know the basics of online privacy and security. Protecting those devices and the personal information on them – all that stuff about you, your family and your friends – means thinking about what's incoming and outgoing and being smart about passwords.

Objectives

Pupils will learn

- ✓ **Why** privacy and security matter and how they relate to each other.
- ✓ **Practise** how to create strong passwords and keep them to yourself (and the adults who watch out for you).
- ✓ **Review** the tools and settings that protect against scams, hackers and other threats.

Outcomes

Pupils can

- ✓ **Explain** why it's important to keep personal information private online.
- ✓ **Describe** ways to keep personal information private online by using safety tools and privacy settings.
- ✓ **Describe** how to find and ask for help if someone feels unsafe online.

Activity guide

Activity 1	But that wasn't me!	Ages 7-11
Activity 2	How to build a strong password	Ages 7-11
Activity 3	Shh... Keep it to yourself	Ages 7-11
Activity 4	Taking care of yourself and others	Ages 7-11
Activity 5	Interland: Tower of Treasure	Ages 7-11

Assessment opportunities

- Assessing pupils' pre-existing knowledge in the introductory activity.
- Think, pair and share with peers
- Class discussion and teacher circulation during activities.
- Pupils responding to scenarios.

Plenary

Pupils share advice based on what they've learnt.

But that wasn't me!

Pupils explore outcomes of sharing their passwords and the impact those actions can have.

Activity



You'll need:

- Worksheet: 'But that wasn't me!' (page 68, one copy per pair)

Pupils complete this in pairs.

1. Pick an account

Pupils choose what type of account they're sharing a password for and fill it in at the top of the worksheet: social media account, gaming account, phone, tablet/computer or streaming service.

2. Pick an action

Partners fill in the first box with an action they choose from the choices below – or think this up themselves. This is an action taken by someone who has been given the password to their account. They can draw or write what they come up with **or** choose from these possible actions:

- 'Likes' all of your crush's recent posts.
- Buys £500 worth of clothes.
- Sends a message like, 'Don't you think Pratheesh is so annoying?'
- Plays your favourite game but loses points.
- Downloads new apps.
- Shares an embarrassing picture on your social media page.
- Reads all your texts and shares them with someone else.
- Watches episodes of an inappropriate TV programme.

3. Create an outcome

In the second box, pupils create a possible outcome to the action they chose or created.

4. Discussion

As a class, ask a few pupils to share the action and outcomes they chose or created.

Below are some questions:

- Why did you pick (or create) that action?
- How did you decide on the outcome?
- If you knew this was the outcome, how would you change your action?

5. Digital Footprint

Write a sentence of how this action and outcome impacts a person's feelings, life or digital footprint – any or all of those things. Guide pupils to think about how this affects their reputation or how others view them. Discuss different responses.

Let's talk



What happens when you share your password?

We all make passwords for the different devices we have or websites we use. Discuss if anyone has ever shared their password with anyone else – even a family member. All these passwords go towards making your digital footprint. This represents individuals online – everyone who goes online has one. It's what all the things you leave online – likes, comments, your screen name, photos, messages, recordings, etc. – add up to and give other people an idea of what you're really like.

It affects your reputation, how people think of you. People can make guesses, or assumptions, about you based on that footprint you leave. That's one really important thing to be aware of when you're online. When passwords are shared, you are giving someone else control of your digital footprint – you're actually allowing them to help create it and shape how other people think of you. So, if someone with your password does something you don't like, people will think that was you doing it! That's why it's super important not to share your passwords.

For example: Let's say you share your password to a social media account with a friend. While logged in as you, your friend sends a message to someone in your class like, 'Can you send me your homework answers?' The next day in class, the pupil goes to the teacher and says you were trying to cheat on your homework by asking for answers. Then they show your teacher the message your friend sent from your account. Who do you think your teacher will believe? How does this affect your reputation? What else might happen?

Brainstorm with the class possible outcomes. Examples: Teacher calls home. You get into trouble and miss break time at school and lose privileges at home. Your digital footprint shows that you tried to cheat in school. You get into a fight with your friend who sent the message.

Remember, your digital footprint represents you online. Any time you share your password with someone, you are giving them control of your digital footprint, which can impact how people see you on the internet and everywhere else.

Summary

When you share your password, you are giving someone else control of your digital footprint, but you're still accountable for whatever they do with it. If you want to be in the driver's seat when it comes to how people see you online, don't share your passwords with anyone but a parent or other adult you totally trust.

But that wasn't me!

I shared my password to:

☐ social media account

☐ gaming account

☐ phone

☐ tablet/computer

☐ streaming service

☐ _____

Action

Outcome

Digital Footprint Impact

Be Internet Secure: Activity 2

How to build a strong password

One thing that can help ensure our personal information is safe online is to use a strong password. What do you think a strong password could be?

Pupils learn how to create a strong password – and make sure that it stays private after they create it.

Activity



You'll need:

- Internet-connected devices for pupils or groups of pupils
- A whiteboard or flipchart
- Handout: 'Guidelines for creating strong passwords' (page 71)

Let's play the password game:

1. Create passwords

We'll split into teams of two. Each team will have 60 seconds to create a password.

Challenge option: Pupils share clues with the class first to see how much contextual information the class needs to be able to make an accurate guess.

2. Compare passwords

Two teams at a time will write their password on the board.

3. Vote!

For each pair of passwords, we'll all vote and decide whose is stronger.

Let's talk



Better safe than sorry

Digital technology makes it easy for us to communicate with friends, classmates, teachers and relatives. We can connect with them in so many ways: texts, games, posts and messages; with words, pics and videos; using phones, tablets, laptops and digital assistants. What other ways can you think of?

But the same tools that make it easy for us to share information can also make it easy for hackers and scammers to steal that information and use it to damage our devices, steal our identities or hurt our relationships and reputations.

Protecting ourselves, our information and our devices means doing simple, smart things like using screen locks on phones, being careful about putting personal information on devices that are unlocked or used by lots of people (like at school) and, above all, building strong passwords – **and not sharing them!**

- Who can guess what the two most commonly used passwords are?
(Answer: '123456' and 'password')

Continued on the next page →

- Let's brainstorm some other bad passwords and what specifically makes them bad. (Examples: your full name, your phone number, the word 'chocolate', your dog's name, your address.)

Who thinks these passwords are good?

Summary

Here's an idea for creating an extra-secure password. Think of a fun phrase that you can remember. It could be your favourite song lyric, book title, film, catchphrase, etc.

- Choose the first letter or first two letters of each word in the phrase.
- Change some letters to symbols.
- Make some letters uppercase and lowercase.

Continued on the next page →

Guidelines for creating strong passwords

Here are some tips for creating passwords to keep your information safe.

Strong passwords are based on a descriptive language that is easy for you to remember and hard for someone else to guess – like the first letters in words that make up a favourite title or song, the first letters of words in a sentence about something you did – and include a combination of letters, numbers and symbols. For example, ‘I went to Western Primary School when I was in Year 4’ could be used to build a password like: lw2We\$t4g3.

Moderate passwords are passwords that are strong and not easy for malicious software to guess, but could be guessed by someone who knows you (for example, ‘IwenttoWestern’).

Weak passwords commonly use personal information like a pet’s name, are easy to crack, and can be guessed by someone who knows you (for example, ‘IloveBuddy’ or ‘Ilikechocolate’).

DOs

- Use a different password for each of your important accounts.
- Use at least eight characters. The longer the better (as long as you can remember it!).
- Use combinations of letters (uppercase and lowercase), numbers, **and** symbols.
- Make your passwords memorable so you don’t need to write them down, which would be risky.
- Immediately change your password if you think someone else knows it (besides a parent or guardian).
- Change your passwords every now and then.
- Always use strong screen locks on your devices. Set your devices to automatically lock in case they end up in the wrong hands.
- Consider using a password manager, such as one built into your browser, to remember your passwords. This way you can use a unique password for each of your accounts and not have to remember them all.

DON'Ts

- Don’t use personal information (name, address, email, phone number, national insurance number, mother’s maiden name, birth dates or even a pet’s name, etc.) in your password.
- Don’t use a password that’s easy to guess, like your nickname, name of your school, favourite football team, etc.
- Don’t share your password with anyone other than your parents or guardian.
- Never write passwords down where someone can find them.

Shh... Keep it to yourself!

Use a school device to demonstrate where to look, and what to look for, when you're customising your privacy settings.

Activity



You'll need:

- One school device hooked up to a interactive whiteboard and able to display an example account deemed appropriate for class demonstration (e.g., a temporary email or class account)

Review options

Ensure your laptop/PC is hooked up to a screen/interactive whiteboard. Navigate to the settings page of your chosen site so you can all see what the options are. Discuss:

- Changing your password
- Making your page or online profile – including photos and videos – public or private (visible only to the family and friends you choose)
- Going through your location and other settings. Which ones are best for you?
- Getting alerts if someone tries to log in to your account from an unknown device
- Getting an alert when somebody tags you
- Enabling two-factor or two-step verification
- Setting up recovery information in case you get locked out of your account
- Reporting problems

Which privacy and security settings are right for you is something to discuss with your parents or guardians. But remember, the most important security setting is in your brain. As you grow up, more and more you'll be the one deciding how much of your personal info to share, when and with whom. So, it's important to get used to making these decisions right now.

Let's talk



Privacy and security

Online privacy and online security go hand in hand. Most apps and software offer ways to control what information we're sharing and how.

When you're using an app or website, look for an option like 'My Account' or 'Settings'. That's where you'll find the privacy and security settings that let you decide:

- What information is visible on your page or profile
- Who can view your posts, photos, videos or other content that you share

Learning to use these settings to protect your privacy, and remembering to keep them updated, will help you manage your privacy, security and safety.

In addition to the Settings, a really important thing to think about is who can friend or follow you (that may or may not be in your Settings). The safest choice is to have only your offline friends and family following you or on your friends list. If you allow other people, don't forget that whatever you share can be seen by people you've never met. That can become a bit strange and sometimes parents just don't allow it at all. Talk it over with an adult you trust to figure out what's best for you, what keeps you safer and gives you the most peace of mind.

Your parents or guardians should **always** be making these decisions with you. Plus, it can be fun to go through your privacy settings together (so they can see how smart you are!).

Summary

Choosing a strong, unique password for each of your important accounts is a great first step. Now, you need to remember your passwords and keep them safe. Writing down your passwords isn't necessarily a bad idea. But if you do this, don't leave a page with your passwords in plain sight, such as on your computer or desk. Safeguard your list, and protect yourself, by hiding it somewhere.

Taking care of yourself and others

Activity



You'll need:

- Copies of the scenarios from Activity 4 on page 20

1. Let's look at the scenarios from Be Internet Sharp Activity 4 in our groups.
2. Discuss the following in your groups:
 - What can someone do if they feel unsafe online?
 - Who can they tell or go to?
 - What might happen when they tell?
 - What might happen after that?

Interland: Tower of Treasure

Mayday! The Tower of Treasure is unlocked, leaving the Internauts' valuables like contact information and private messages at high risk. Outrun the Hacker and build a fortress with strong passwords to secure your secrets once and for all.

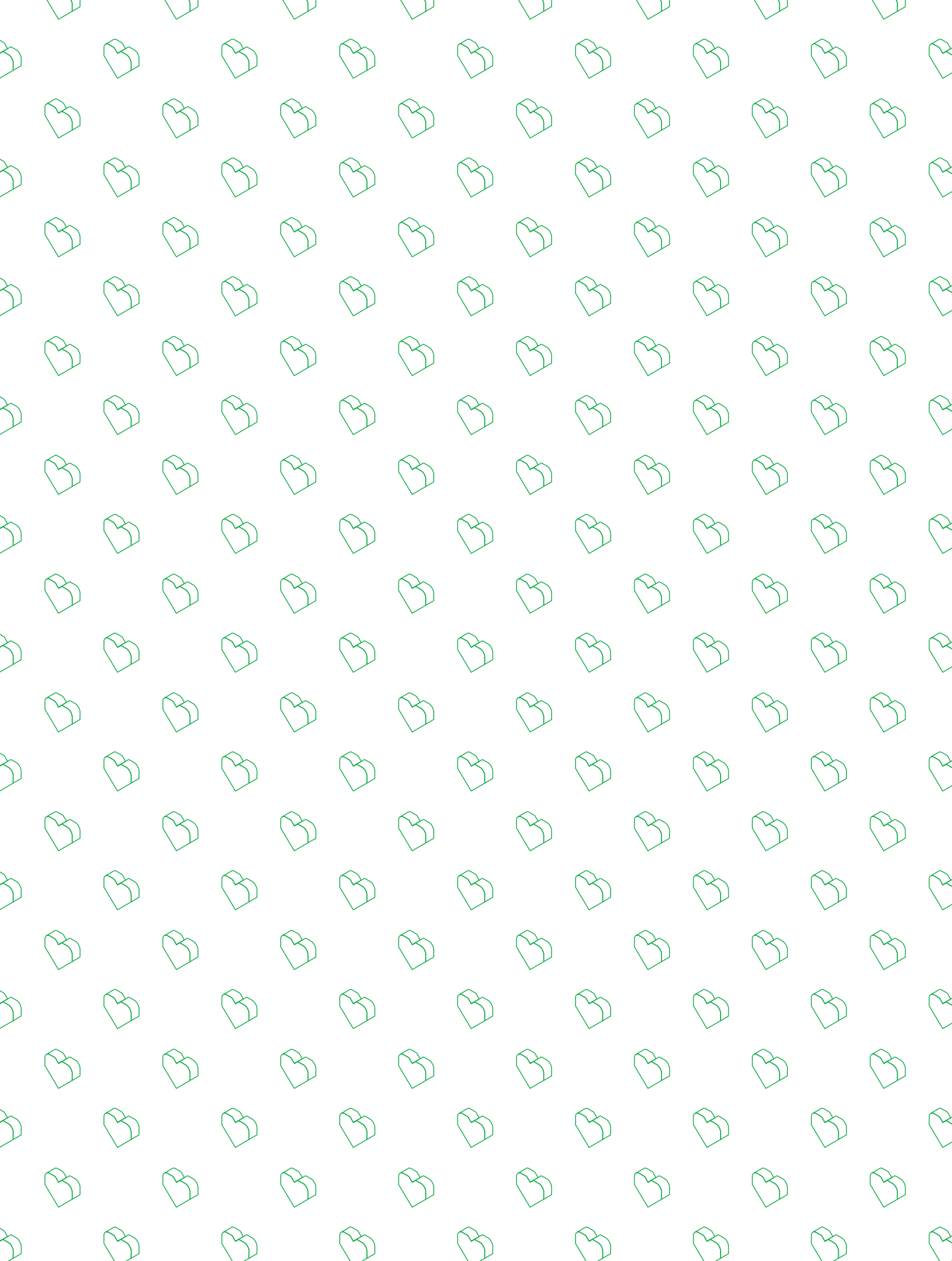
Open a web browser on your desktop or mobile device (e.g., tablet), visit g.co/Interland and navigate to the land called Tower of Treasure.

Discussion topics



Tower of Treasure will get pupils thinking. After they play, use these questions to start a discussion about the game's themes.

- What are the elements of a super strong password?
- When is it important to create strong passwords in real life? What tips have you learned on how to do so?
- What's a Hacker? Describe this character's behaviours and how they affect the game.
- Did Tower of Treasure change the way you plan to protect your information in the future?
- Name one thing you'll do differently after learning these lessons and playing the game.
- Craft three practice passwords that pass the 'super strong' test.
- What are some examples of sensitive information that should be protected?



Respect Each Other

The power of online positivity

Detailed lesson plans

Ages 7-9: Lesson 2 (pages 129-134), Lesson 4 (pages 140-142)
Ages 9-11: Lesson 10 (pages 159-162)

Lesson summary

Overall aims

Learning to convey kindness and empathy online – and knowing how to respond to negativity and hurtful behaviour – is essential for building and maintaining healthy relationships. These skills can help to reduce feelings of isolation which can sometimes lead to bullying, depression, academic struggles and other problems. The activities in this lesson teach pupils how to interact positively online as well as enabling them to recognise and manage negative online behaviours.

Objectives

Pupils will learn

- ✓ **How** to develop respectful, empathetic and healthy online relationships.
- ✓ **Ways** to manage and respond in a healthy and safe way to hurtful online behaviour.

Outcomes

Pupils can

- ✓ **Demonstrate** ways to build positive and healthy online relationships and friendships.
- ✓ **Describe** strategies they can use to respond to hurtful online behaviour in ways that keep them safe and healthy.
- ✓ **Identify** sources of support that can help friends and peers if they are experiencing hurtful behaviour online.

Activity guide

Activity 1.1	Noticing feelings	SEL	Ages 7-9
Activity 1.2	Practising empathy	SEL	Ages 9-11
Activity 2.1	Your kindness-gram	SEL	Ages 7-9
Activity 2.2	Ways to show kindness	SEL	Ages 9-11
Activity 3	Turning negative into positive	SEL	Ages 7-11
Activity 4	Mixed messages	ML	Ages 7-11
Activity 5	How words can change the whole picture	ML & SEL	Ages 7-11
Activity 6	Interland: Kind Kingdom		Ages 7-11

Assessment opportunities

- Assessing pupils' pre-existing knowledge in the introductory activity.
- Think, pair, and share with peers.
- Class discussion and teacher circulation during activities.

Plenary

Pupils share advice based on what they've learnt.

Respect Each Other

Vocabulary

Activity 1

Empathy: Trying to feel or understand what someone else is feeling. 'Trying' is an important word in the definition, because actually understanding other people's feelings is really hard. We just get better and better – more skilled – at it by trying.

Activity 4

Conflict: An argument or disagreement that isn't necessarily repeated.

Activity 5

Bullying: Purposefully mean behaviour that is usually repeated. The person being targeted often has a hard time defending him or herself.

Cyberbullying: Bullying that happens online or through using digital devices.

Harassment: A more general term than bullying that can take many forms – pestering, annoying, intimidating, humiliating, etc. – and can happen online too.

Activity 6

Caption: Text that goes with a picture and provides information about what's in the photo.

Context: Additional information around the photo or other information that helps us understand better what we're seeing. Context can include information like the place where the photo was taken, the time a text was sent, the situation the sender was in, etc.

Activity 7

Block: A way to end all interaction with another person online, preventing them from accessing your profile, sending you messages, seeing your posts, etc. without notifying them (not always ideal in bullying situations where the target wants to know what the aggressor is saying or when the bullying has stopped).

Mute: Less final than blocking, muting is a way to stop seeing another person's posts, comments, etc. in your social media feed when that communication gets annoying, without notifying that person or being muted from their feed (not usually very helpful in bullying situations). Unlike with blocking, you can still go to their profile to see their posts and in some apps they can interact with you in private messages.

Noticing feelings

Pupils practise empathising with people they see on TV, in videos and in games – groundwork for more kinds of digital social experiences in the future.

A note to the teacher: After completing this activity, look for opportunities to revisit it during other activities. Take a moment to have pupils practise empathising with characters each time your class reads a story or watches a video. In 'Let's talk', you'll see example statements. They're suggestions for pupils' responses. If they can't think of a response, you can use these examples to prompt some answers.

Activity



You'll need:

- Worksheet: 'Noticing feelings' (pages 79-80, one per group)
- Handout: 'Common feeling words' (page 81)

1. **Display the common feeling words** for the class to see.
2. **Place pupils** into groups of 3-4.
3. **Have pupils work in small groups** to complete the worksheet.
4. **Call on groups** to tell the class what they came up with.

Let's talk



Pupils will be investigators trying to find out what other people are feeling. They'll need to look for hints, like what is happening or how someone is acting.

Share the list of feeling words in the handout.

Pupils think of a time they felt one of the feelings. Think about what happened and how their body felt. Share some responses; children can describe or act out how they felt.

- What feeling do you think you just saw? What hints did you see? Notice how we saw different hints and came up with different answers.
- Does knowing what was happening make guessing the feeling easier? ('Yes.')
- Why?

Describe empathy to pupils: working out what someone else is feeling. Empathy helps us make friends and avoid upsetting people. Having empathy isn't always easy. It takes practice. It's even harder to have empathy for someone you read about in a book or see in a video.

- Why do you think that's harder?
- Why do you think it's important for us to practise empathising with people in books or videos?

Summary

Empathising with people in books and videos is important. It helps you enjoy the books and videos more, and it's good practice for when you're with **real** people online and offline. As you get older, you'll start having more and more conversations digitally, on phones and computers. The more you practise empathy in text messages, games and videos, the more fun you'll have socialising online.

Continued on the next page →

Noticing feelings



Scenario 1

What are two ways Lauren might be feeling?

What hints support your ideas?

What are two ways Finlay might be feeling?

What hints support your ideas?

Noticing feelings



Scenario 2

What are two ways Callum might be feeling?

What hints support your ideas?

What are two ways Reean might be feeling?

What hints support your ideas?

Common feeling words



Happy



Frustrated



Sad



Worried



Surprised



Disappointed



Scared



Excited



Angry



Calm

Practising empathy

Pupils practise identifying how they feel in digital social interactions.

SEL background for teachers: *Empathy is a crucial foundation for healthy interpersonal relationships. It has been shown to increase academic success and decrease problem behaviours. The definition of empathy is ‘trying to feel or understand what someone else is feeling’ – not the ability to do so. That distinction is important because it’s really hard to identify the emotions of others correctly (most adults struggle too). It’s also not the point. Simply making the effort helps us and our pupils feel compassion for others and motivates kind action. This is what our children deserve to know. If pupils focus on getting it ‘right’, remind them that the best way to find out how someone is really feeling is to ask them.*

Activity



You'll need:

- Worksheet: ‘Practising empathy’ (page 83, one per pupil)

1. **Hand out one copy of the activity worksheet** to each pupil or project it for the class to see.
2. **Pupils work independently** to guess how the people in each scenario are feeling.
3. **Pupils compare their answers** with a partner and discuss how each person came up with their answers.
4. **Pupils share** with the class about scenarios where they disagreed on the answers and what about those scenarios made them harder to predict.

Let's talk



Think about a time you were talking with someone else online in an app, a game or by texting. Could you tell how they were feeling? What emotions might they have been feeling?

Trying to feel or understand what someone else is feeling is called having empathy.

- Why is it good to show empathy?
- How could empathising with others help when you're interacting with someone online?
- How can you tell how someone else might be feeling?

Demonstrate this by using your face, body and/or words to show an emotion like excitement or joy.

- Discuss the feelings that you portrayed.

Recognising other people's emotions takes practice – it's hard for adults too – and it's especially hard when you're interacting online.

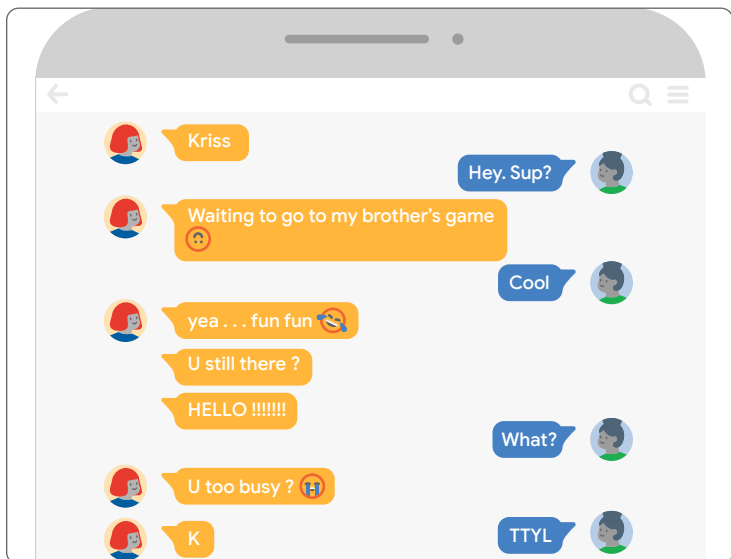
- What makes empathising digitally difficult?
- What are some clues we can use to help understand others' feelings online?

Summary

It's really hard to guess other people's feelings correctly, especially online, but empathy isn't about getting the answer right. It's about **trying** to. Just by trying to understand how someone's feeling, you're more likely to get along with them and less likely to hurt them. And when you keep trying, you're helping to create kinder, more legendary online times for you and everyone else.

Continued on the next page →

Practising empathy



How do you think Kriss might be feeling?

Why?



How do you think Haddie might be feeling?

Why?



How do you think Cyrus might be feeling?

Why?

Your Kindness-gram

Pupils explore what it means to show kindness.

A note to the teacher: In preparation for 'Let's Talk', think of an example of when someone was kind to you and how it made you feel, then an example of when you showed kindness to someone and how it made you feel. This lesson asks that you use these experiences to write your own 'Kindness-gram' (see the worksheet) to share with pupils as an example.

Activity



You'll need:

- Worksheet: 'Empathy at school' (page 85)
- 'Your Kindness-gram' (page 86)

Look at the **Your Kindness-gram** handout. Pupils think about someone in their life – maybe a friend, a teacher or a family member – who they want to show kindness to. Complete a Kindness-gram to help plan it.

Pupils work independently. If willing, pupils share their Kindness-gram with a partner. Discuss when pupils will put their Kindness-grams into action.

Let's talk



Pupils pair up.

What does it mean to be kind?

Give pupils time to talk with a partner, then ask for volunteers to share their thinking.

Kindness is doing something nice or saying something nice to others, right? Think of an example of when someone was kind to you.

How did it make you feel? Tell your partner.

When someone is kind to us, it can make us feel better when we're sad or upset.

Being kind can also make **us** feel good. Share an example of a time you were kind to someone and describe how it made you feel.

- Think about a time when **you** were kind to someone.
- Tell your partner about what you did and how it made you feel.

Volunteers to share their thinking.

Let's practise being kind by looking at some examples.

- **Amelia** is feeling left out at break time and sitting all alone. How do you think she feels? How could you show her kindness? How do you think Amelia will feel after someone is kind to her?
- **Alfie** dropped his lunch tray. How do you think he feels? How could you show him kindness? How do you think Alfie will feel after someone is kind to him?

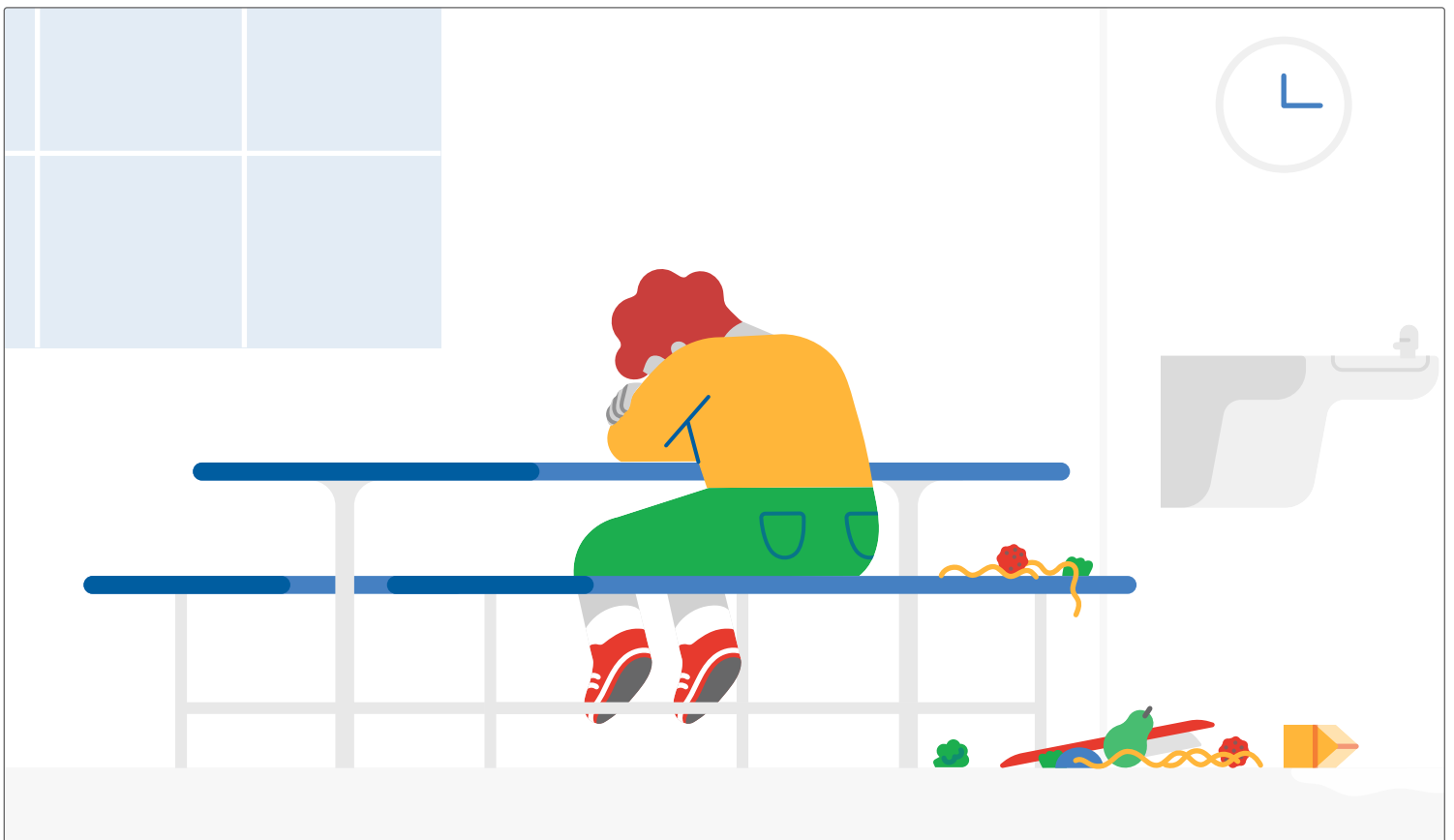
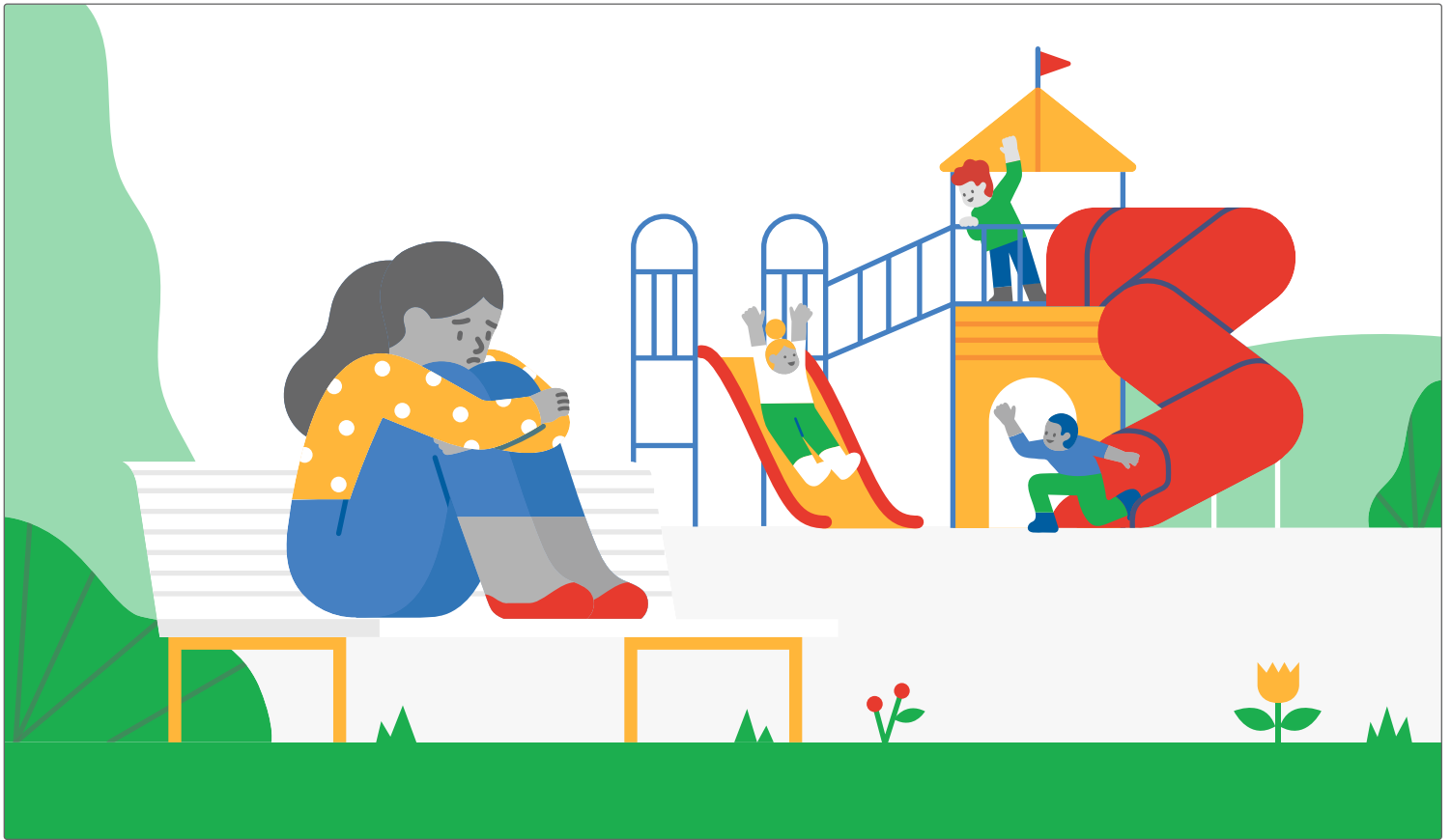
The amazing thing about showing kindness is that it helps us practise empathy. Empathy means trying to feel or understand what someone else feels. Kindness is empathy in action! When we practise empathy by being kind, we can make the world a better place.

Summary

Kindness is doing something nice or saying something nice to others. By showing kindness, we can help others feel better when they're sad or upset. There are many ways and places we can show kindness, online and offline – and the more the better, right?!

Continued on the next page →

Empathy at school



Continued on the next page →

Your Kindness-gram

**I will show
kindness to**

the person you want to show kindness to

**I will show
kindness by**

the kind thing you will do or say

**I will do this
kind thing in**

where – for example, at home, in the canteen, at football training, in a text, in an online game with someone I'm playing with, etc.

Be Internet Kind: Activity 2.2

Ways to show kindness

Pupils explore what it means to be kind online.

A note to the teacher: Before beginning the activity, think of a time someone was kind to you online and how it made you feel. This activity asks that you share this with the class at the end of the 'Let's talk' section.

Activity



You'll need:

- Worksheet: 'Ways to show kindness' (page 88, one per group))

1. Pupils should be in groups of 3–4.

2. Give each group a worksheet.

3. Have each group collaborate to complete the worksheet.

4. For each scenario, call on one group to tell the class how they would show kindness. If the group is willing, have them act out the scenario for the class.

Let's talk



Display the word 'Kindness' on the board.

Pupils consider:

- What's the definition of kindness?

Give pupils time to talk with a partner, then ask a few to share with the class.

Having empathy for others helps you show kindness. So, building on what we learned in Activity 1, what is empathy? ('Trying to feel or understand what someone else is feeling.')

- How can it help you show kindness?
- Why is it important to be kind to others?
- What are some ways you can show kindness to others?

Today's learning is about showing kindness **online**.

- What can make it difficult to show kindness online? Showing kindness online can be really powerful. When other people see you being kind online it encourages them to be kind too.

Share your story about a time someone was kind to you online and how it made you feel.

- How could **you** show kindness online to someone who might be sad? Upset? Angry?

Get a range of answers from pupils about each emotion.

Now we're going to practise showing kindness online.

Summary

There are lots of ways to show kindness online. Being kind online will help make your online world a kinder, more welcoming place for everyone. It also feels good to show kindness. The next time you're kind to someone, take a moment to notice how you're feeling too.

Continued on the next page →

Ways to show kindness

1. Read each scenario.
2. Discuss as a group ways to show kindness in each scenario and write down your best ideas.
3. Be ready to tell the class what your group came up with.

Scenario 1

People are leaving disrespectful comments on a selfie your friend posted.

One way I can show kindness is to _____

Another way is to _____

Scenario 2

You're playing an online game and one player is insulting another player.

One way I can show kindness is to _____

Another way is to _____

Scenario 3

Several of your friends are making mean jokes about another pupil in a private group chat.

One way I can show kindness is to _____

Another way is to _____

Turning negative into positive

A three-step activity to learn how to reframe negative comments into more positive ones.

Activity



You'll need:

- A whiteboard or interactive whiteboard
- Handouts of fictitious negative comments (page 90)
- Writing materials

1. Read the comments

2. Look at the first negative comment together

3. Present responses

In pairs, reframe the rest of the negative comments into positive ones.

Let's talk



Turning negative to positive

Children your age are exposed to — and produce — a wide range of content, which can include lots of negative messages that promote bad behaviour.

- Have you (or anyone you know) ever experienced a random act of kindness online? How did it make you feel?
- Have you (or anyone you know) seen someone be negative on the internet? How did that make you feel?
- What simple actions can we take to turn negative interactions into positive ones?

We can respond to negative emotions in constructive ways by rephrasing or reframing unfriendly comments and becoming more aware of tone in our online communication.

Summary

Whether standing up for others, reporting something hurtful or ignoring something to stop it from being amplified even more, you have a variety of strategies to choose from, depending on the situation. Everyone is responsible for creating a positive online experience.

Turning negative into positive

Read the comments below. After each comment, discuss:

1. How could you have said the same or something similar in more positive and constructive ways?
2. If one of your classmates made comments like these, how could you respond in a way that would make the conversation more positive?

Use the spaces below each comment to write down ideas.

LOL Connor is the only one in class not going on the camping trip this weekend.

Everybody, wear purple tomorrow, but don't tell Lilly.

Sorry I don't think you can come to my party. It'll cost too much money.

No offence, but your handwriting is a mess so you should probably switch groups for this project.

This makes me cringe. Who told Aisha she can sing??

You can only join our group if you give me the login to your account.

Am I the only one who thinks Clare looks a bit like a Smurf?



Be Internet Kind: Activity 4

Mixed messages

Pupils interpret the emotions behind text messages to practise thinking critically and to avoid misinterpretation and conflict in online exchanges.

Activity



You'll need:

- Sample text messages

1. Review messages

Let's take a look at these sample text messages on the board.

- 'That's so cool'
- 'Whatever'
- 'I'm so mad at you'
- 'CALL ME NOW'
- 'Kk fine'

2. Read messages out loud

Now, for each message, we're going to ask one person to read it aloud in a specific tone of voice (e.g. angry, sarcastic, friendly).

What do you notice? How might these come across to other people? How might each 'message sender' better communicate what they really mean?

Let's talk



It's easy to misunderstand

Young people use different types of communication interchangeably, but messages sent via chat and text can be interpreted differently than they would in person or over the phone.

- Have you ever been misunderstood in a text message? For example, have you ever texted a joke and your friend thought you were being serious or even mean?
- Have you ever misunderstood someone else in a text or chat? What did you do to help clarify the communication? What could you do differently?

Summary

It can be hard to understand how someone is really feeling when you're reading what they wrote or messaged. Make sure that you choose the right methods of communication – and that you don't read too much into things that people say to you online. If you're unsure what the other person meant, find out by talking with them in person or on the phone.

How words can change the whole picture

Media literacy background for teachers: This lesson lays a foundation for 7-11 year-olds by asking them to grapple with simple captions about individual people. In age-appropriate ways, this lesson covers these media literacy concepts and questions:

1. Knowing that all media are 'constructed', meaning made by people who make choices about what to include and how to present it.
2. Routinely asking: 'Who made this and why?'
3. Routinely reflecting on the media we create by asking: 'How might this message affect others?'

Activity



You'll need:

- Pictures of celebrities or people the class know going through their daily routines.
- **Optional:** At least one picture of every pupil in the class
- Handout: 'Sports images' (page 95)
- Handout: 'How words can change a picture' (page 96)

Divide the class into small groups. Without revealing to pupils that you're handing out two different versions, give half the groups the handout with the positive caption and the other half the one with the negative caption.

1. Pictures + words

Take a look at the image on the **Sports Images** handout. With your group, describe the person in the picture. What sort of person do you think they are? Do you think you'd like to spend time with them or be their teammate? Why or why not?

The evidence will quickly reveal that groups were looking at pictures with different captions. Have each group hold up their picture so the others can see the difference.

Finally, briefly discuss: What does this show about the power of words to shape our ideas?

2. Still not sure?

Take a look at some more examples (see **How words can change a picture**).

Think about what it would feel like to get or see a message that included one of the pictures with the negative caption. Seeing or hearing negative messages doesn't only hurt the person in the picture. It can make other people who see the picture uncomfortable too.

When you get the message or photo, what do you do? You always have a choice. You can...

- Choose not to share the picture with anyone else, or...
- Tell the sender that you would rather not get messages that are meant to hurt someone, or...
- Support the person in the picture by letting them know that you know it isn't true, or...
- All the above.

You could also send a positive message. Not an answer – just your own positive message. Seeing or hearing positive messages supports the person in the picture and can make others feel good and want to post their own positive messages.

3. Someone we all know

Select a random photo from a shuffled set of images of celebrities/YouTubers/sportsmen and women whom children know.

Practise creating different kinds of captions. First make up some captions that would make the person in the photo feel happy or proud. How many different captions can you think up?

Now let's talk about funny captions. Is there a difference between writing what's funny to you and what might be funny to the person in the photo? Is there a difference between a joke that's kind and funny to **everyone**, and a joke that makes fun of someone and is only 'funny' to a few people?

Write some captions that are examples of what we discussed, then let's all pick a caption for each photo that's both funny and kind – not hurtful to the person in the photo.

Keep practising using pictures of other people at our school. Did you get any new ideas about kind things to say by looking at the captions that your classmates wrote?

4. Class collage

Create a collage of pictures of every person in your class, each with a kind caption written on it.

Let's talk



How can *words* change a picture?!

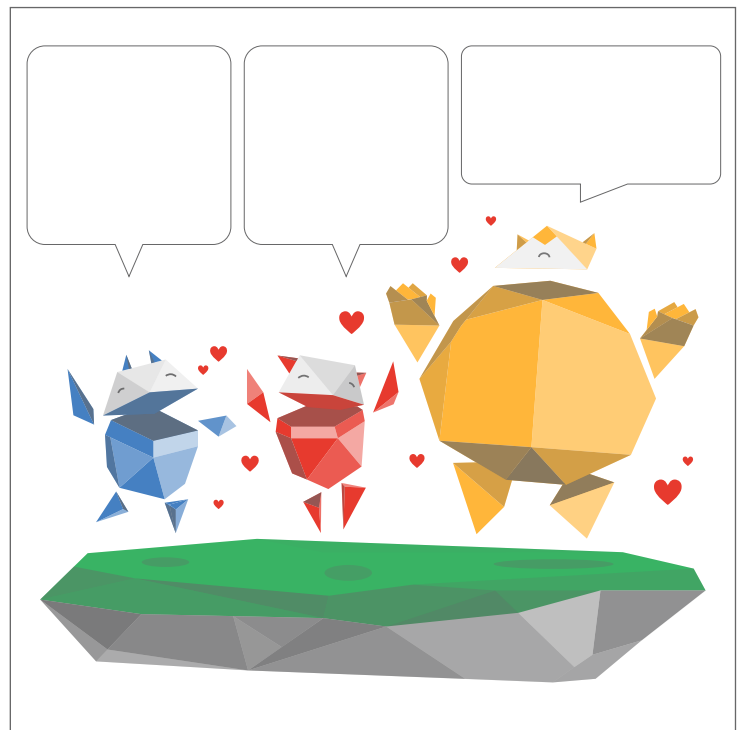
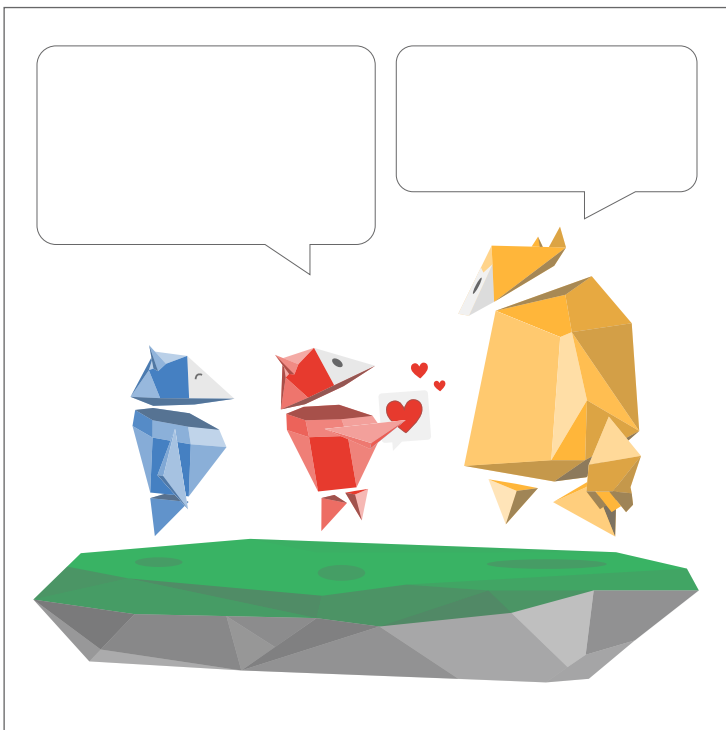
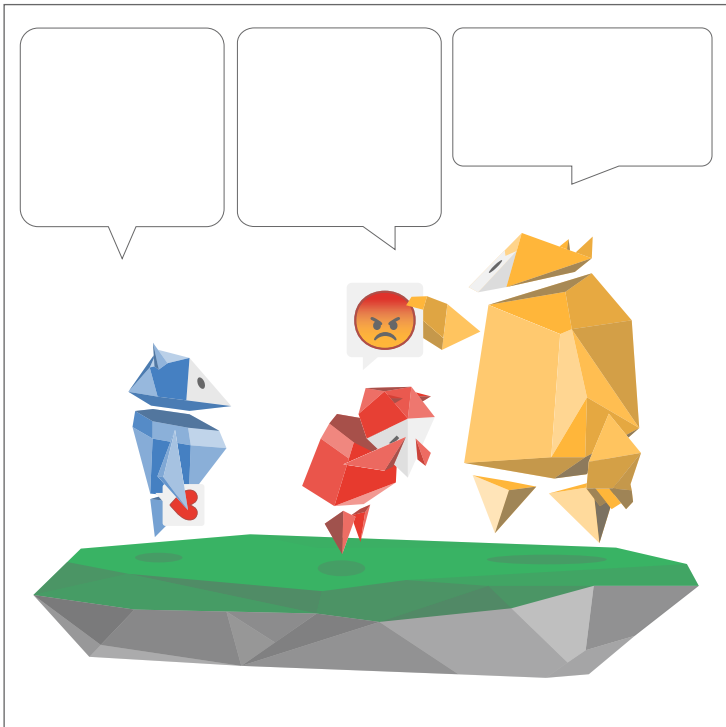
Pictures combined with words are a powerful way to communicate. Imagine a news photo of a house on fire. One caption says, 'Family loses house, but everyone gets out safely, including the dog.' That would be sad, and maybe scary, right? But what if the caption said, 'Firefighters set empty house on fire so they could practise using new firefighting tools'? You're still looking at a house on fire, but you have a very different idea about what's happening. You might even feel safe instead of scared.

Summary

Captions can change what we think, and feel, about a picture and the messages we think we're getting. It's good to think or pause before posting pictures with captions to consider how the whole thing might make others feel. And before accepting pictures and captions that others post, ask, 'Who posted this and why?'

Extension

Share a short comic strip in which all the words have been deleted. Then, working individually, fill in the thought/conversation bubbles to tell the story they see. Compare the results. Did everyone see the same story or write the same words? Why not? What does the experiment show about how we use words to provide context or understand what a picture's 'saying'?



Sports images



Awesome!



Show Off!



Awesome!



Show Off!

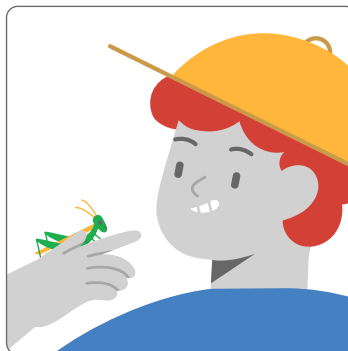
How words can change a picture



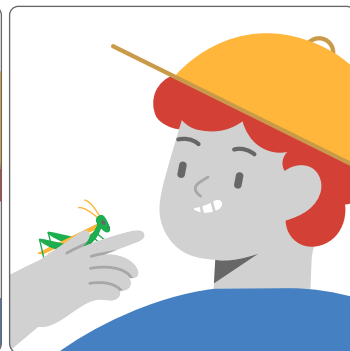
Original artwork wins first place.



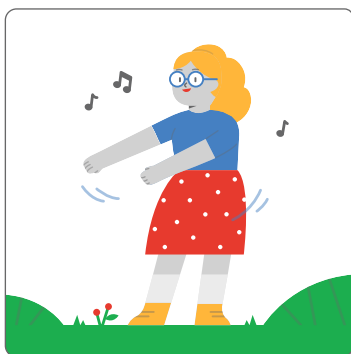
Hot Mess.



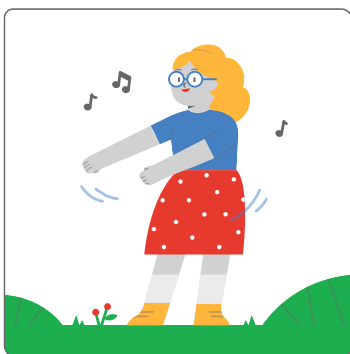
I discovered a new species in the world!



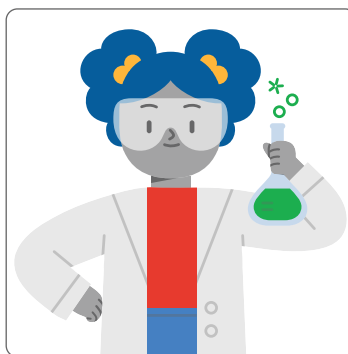
Mmm Dinner!



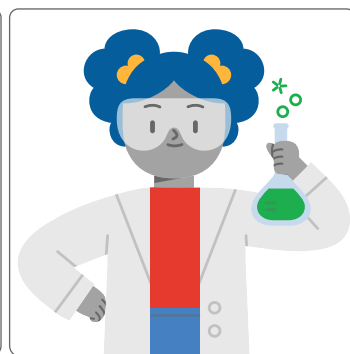
Nailed it!



Awkward - not even close!



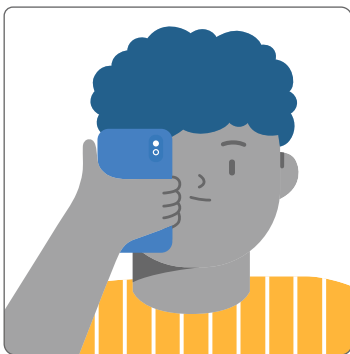
Youngest scientist in the world!



Nerding out. #lame



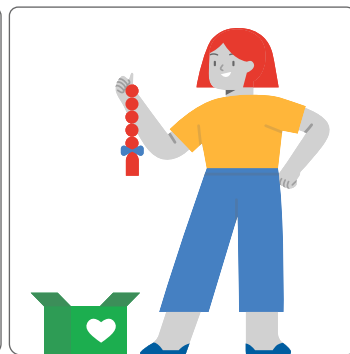
Finally, my own phone!



Got my Mum's lame old phone. :/



Grew my hair out and donated it to a cancer patient. <3



WORST. HAIRCUT. EVER!

Be Internet Kind: Activity 6

Interland: Kind Kingdom

Vibes of all kinds are contagious, for better or for worse. In the sunniest corner of town, aggressors are running amok, spreading negativity everywhere. Block and report the aggressors to stop their takeover and be kind to other Internauts to restore the peaceful nature of this land.

Open a web browser on your desktop or mobile device (e.g., tablet), visit g.co/interland and navigate to Kind Kingdom.

Let's talk

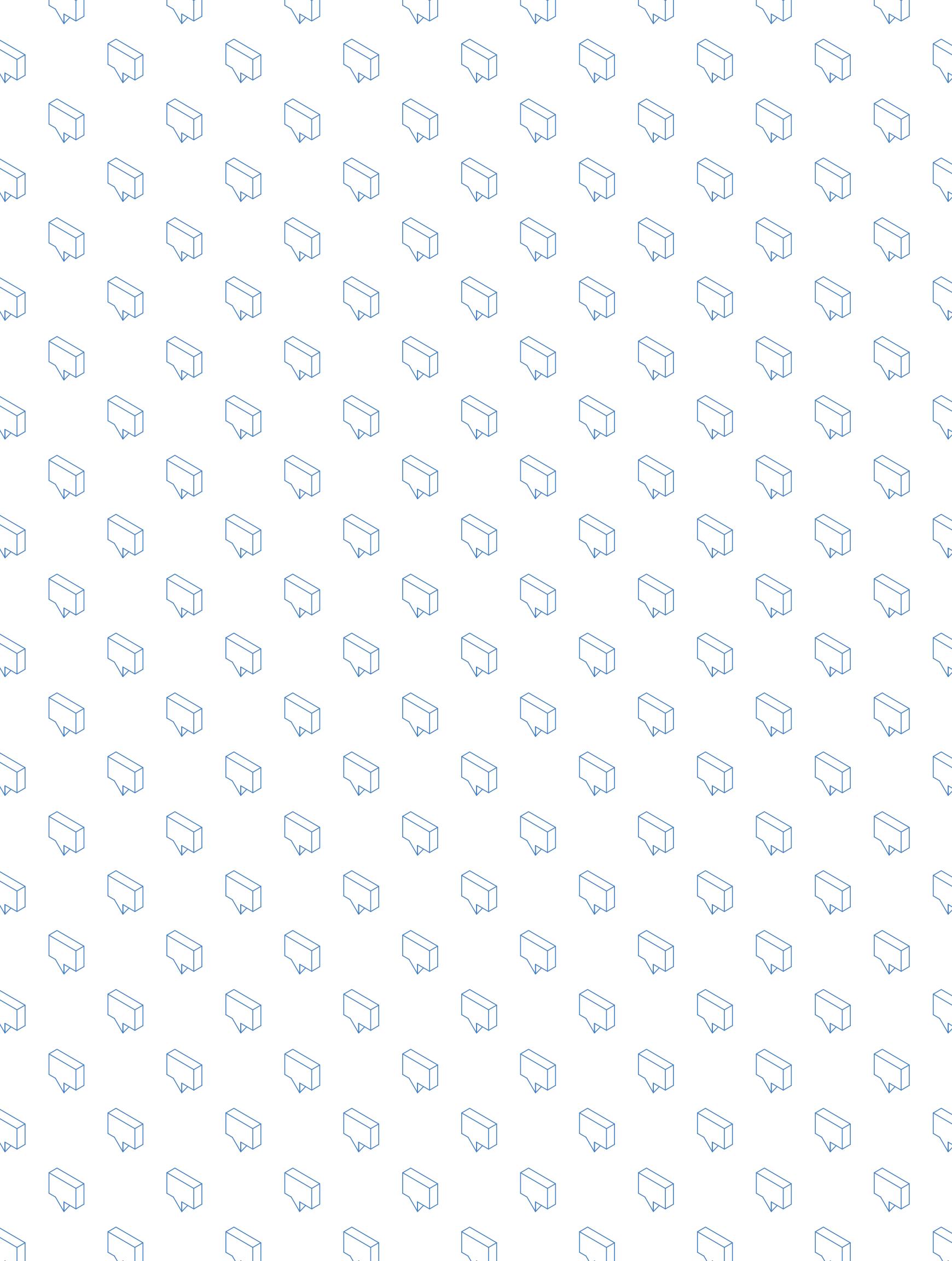


Playing Kind Kingdom will get pupils thinking. Afterwards, use these questions to start a discussion of the game's themes.

- What scenario in Kind Kingdom do you relate to most and why?
- Describe a time when you've taken action to spread kindness to others online.
- In what situation would it be appropriate to block someone online?
- In what situation would it be appropriate to report someone's behaviour?
- Why do you think the character in Kind Kingdom is called a Cyberbully? Describe this character's qualities and how their actions affect the game.
- Does this game change the way you plan to behave towards others?

Discussion questions for younger years

- When would it be right to block someone online?
- When would it be right to tell someone about someone else's behaviour?
- Why do you think that the character in Kind Kingdom is called a Cyberbully?
- What's this character like? How does the Cyberbully's behaviour affect the game?



When in Doubt, Discuss

Defining and encouraging Internet Brave behaviour

Detailed lesson plans

Ages 7-9: Lesson 5 (pages 143-145), Lesson 6 (pages 146-148)
Ages 9-11: Lesson 11 (pages 163-165), Lesson 12 (pages 166-168)

Lesson summary

It's important that children understand they're not on their own when they see content online that makes them feel uncomfortable – especially if it looks like they or somebody else could get hurt. First, they should never hesitate to get help from someone they trust. Second, it's good for them to know they have options. There are different ways to be brave and take action.

Objectives

Pupils will learn to

- ✓ **Understand** what types of situations call for getting help or talking things out with a trusted adult.
- ✓ **Consider** what options there are for being brave and why bringing adults into the conversation is important.

Outcomes

Pupils can

- ✓ **Demonstrate** what to say, and who to say it to, if they encounter something online that makes them feel uncomfortable.
- ✓ **Identify** ways to help if they witness a bullying incident.

Activity guide

Activity 1	Upstanders have options.	SEL	Ages 7-11
Activity 2	Upstander options		Ages 7-11
Activity 3.1	Seeing upsetting stuff	SEL	Ages 7-9
Activity 3.2	Seeing upsetting stuff	SEL	Ages 9-11
Activity 4.1	What to do about mean stuff online	SEL	Ages 7-9
Activity 4.2	Handling mean stuff online	SEL	Ages 9-11
Activity 5	When to get help		Ages 7-11
Activity 6	Report it online too		Ages 7-11

Assessment Opportunities

- Assess pupils' understanding of all previous pillars, in particular Secure.
- Class discussion and teacher circulation during activities.
- Traffic light assessment after each activity to check understanding and progression (red – not at all confident / amber – quite confident / green – very confident).

Plenary

Role-play different scenarios: e.g. someone trying to persuade their friend to watch an 18-rated film, group chat where someone is being mean about a friend, in-game chat being unkind about another player.

When in Doubt, Discuss Vocabulary

Media: A tool for or means of communicating something (an idea, concept, message, information, etc.). Examples of media: TV, books, newspapers, the internet, the side of a lorry, a t-shirt – anything that has information on it, even just a logo.

Activity 1

Aggressor: The person doing the harassing or bullying; though sometimes called the 'bully,' bullying prevention experts advise never to label people as such.

Bullying: Mean or cruel behaviour that's repeated and meant to hurt someone (physically, emotionally and or socially) who's more vulnerable than the aggressor. Cyberbullying is the digital form of this behaviour.

Bystander: A witness to harassment or bullying who recognises the situation but chooses not to intervene.

Upstander: Someone who intervenes to stop and/or report inappropriate behaviour.

Harassment: A word for many kinds of aggressive or nasty behaviour. It's a more general term than 'bullying' and isn't necessarily repeated or aimed at someone more vulnerable.

Target: The person being bullied or victimised.

Activity 3

Refusal skills: Skills children are taught to help them avoid unsafe online content or behaviour and understand that choosing to refuse what makes them uncomfortable is one form of self-respect.

Activities 1 and 3

Trust: Strong belief that something or someone is reliable, truthful or able.

Activities 1, 3, 5 and 6

Report abuse: Using a social media service's online tools or system to report harassment, bullying, threats and other harmful content that typically violates the service's Terms of Service or Community Standards.

Activity 5

Courageous: Brave; not necessarily fearless, though, because people are especially brave when they're scared or nervous but take positive action anyway.

Be Internet Brave: Activity 1

Upstanders have options

Pupils practise identifying the four roles of a bullying incident (the person who bullies, the target of the bullying, the bystander and the help/upstander).

Activity



You'll need:

- Worksheet: 'From bystanders to upstanders' (page 104-105, one per pupil)

Answers for each scenario on the worksheet:

Scenario 1: B, U, B (because not helping the situation), U, U

Scenario 2: U, B, U, U

Scenario 3: U, U, B, B, U

Scenario 4: The answers are all yours!

Possible modification for ages 7-9: *There is a lot to take in on the worksheet so you might feel it is best to have a whole class discussion. See if the class comes up with the right answers (below) before reading them out.*

1. Bystander or Upstander?

After discussing the roles above, pass out the worksheet and give time to read the three scenarios and categorise each response (if there's time, have them create the fourth scenario together as a class).

2. Helpers at school and online

Discuss the answers above. Explore whether they can tell you why it can be nice to have helpers around, at school and online.

3. Discuss

Were any of the responses hard to categorise and why?

Let's talk



Why does kindness matter?

It's important to remember that behind every screen name and online character or avatar there's a real person with real feelings, and it's good for us, them and everybody if we treat them as we would want to be treated. When bullying happens, there are usually four labels that describe how the people involved handle the situation.

- There's the **aggressor**, or person(s) doing the bullying.
- There's also someone **being** bullied – the **target**.
- There are witnesses to what's going on, usually called **bystanders**.
- There are witnesses to what's going on who try to help the target or turn things around. These people are called **upstanders**.

If you find yourself the target of bullying or other bad behaviour online, here are some things you can do:

If I'm the target, I can...

- Not respond.
- Block the person.
- Stand up for myself (but not retaliate, which can keep the negativity going).
- Report them. Tell my parent, teacher, sibling or someone else I trust, and use the reporting tools in the app or service to report the post, comment or photo.

If you find yourself a bystander when harassment or bullying happens, you have the power to intervene and report cruel behaviour – online as well as offline. Sometimes

Continued on the next page →

bystanders don't try to stop the bullying or help the target. You can choose to support the target and take a stand for kindness and positivity, privately or publicly.

If I'm the bystander, I can help by...

- Finding a way to be kind to or support the person being targeted privately, in a phone call, text or direct message.
- Publicly supporting the target by saying something nice about them in response to a mean comment or post.
- In another form of public support, getting a bunch of friends to create some kind comments about the person being targeted (but nothing mean about the aggressor, because you're setting an example, not retaliating).
- Calling out the mean behaviour in a comment or reply, like 'That's not cool' (remember to call out the behaviour, not the person if you feel comfortable and safe to do that).
- Deciding not to spread the drama by sharing, reposting or telling people about the mean post or comment.
- Reporting the harassment. Tell someone who can help, like a parent or teacher.

Summary

Whether standing up for others, reporting something hurtful or ignoring something to keep it from spreading even more, you have a variety of strategies to choose from, depending on the situation. With a little kindness, anyone can make a huge difference in turning bad situations around.

From bystanders to upstanders

A bystander can use their kindness superpowers and help someone out who is being bullied. Below are three examples of online bullying or harassment. Each has a list of responses. There isn't one right way to go (sometimes choosing to go with more than one can **really** help), but each choice below is about something either a **bystander** or an **upstander** would do. Read each one and decide which it is, then put a 'B' for 'bystander' or a 'U' for 'upstander' in the blank next to the response.

Scenario 1

A friend of yours dropped her phone on the way out of school. Someone found it and sent a really mean message about another pupil to a group of people on her football team, making it look like your friend sent the mean message! So, you know what 'impersonation' means, right? The person who found your friend's phone and sent the message was impersonating her, and the person they targeted told your friend she was a terrible person, even though she wasn't the one who sent the mean message. No-one knows who actually sent the mean message. You...

- ☐ feel sad for your friend but do nothing because no one knows who did that mean thing to her.
- ☐ go find the person the mean message was about, tell them it didn't come from your friend and ask them how they feel and whether you can help.
- ☐ spread the drama by sharing the mean message with other friends..
- ☐ and your friend get everybody on the football team to post compliments about the person who was targeted.
- ☐ and your friend anonymously report the incident to an adult at school, letting them know that everybody needs to be talking about good phone security and locking their phones – maybe even include it in morning announcements.

Scenario 2

Your teacher created a class blog for your French lessons, giving the class the ability to write, edit and post comments. The next day your teacher is off sick and the supply teacher doesn't notice that things are going wrong in the class blog – one person is posting really mean comments about someone in the class. You...

- ☐ comment on the comments by saying things like, 'This is so not cool' and 'I am _____'s friend, and this is not true.'
- ☐ ignore it until your teacher gets back.
- ☐ get other pupils to call out the mean comments or post compliments about the pupil being targeted.
- ☐ tell the supply teacher that mean behaviour is happening in the class blog and they might want to let the teacher know.

Scenario 3

There's an online game that a group of your friends play a lot. Usually, game chat is mostly about what's happening in the game. Sometimes it gets a little nasty, though that's usually more like friendly rivalry than anything really bad. But today, one player starts saying really nasty stuff about one of your friends who's playing and they just won't stop. They even keep it up the next day. You...

- ☐ call up your friend and tell them you don't like this any more than they do and ask them what they think you two should do.
- ☐ call everybody you know who plays with you guys (making sure your friend knows you're doing this) to see if you can get everybody's agreement that it's time to call out the nastiness.
- ☐ decide to wait and see if the person stops, then maybe do something.
- ☐ walk away from the game for a while.
- ☐ look for the game's community rules and if bullying isn't allowed, report the mean behaviour in the game's reporting system.

Scenario 4

Create a real-life scenario as a class, based on a situation one of you has heard about, then come up with both bystander and upstander responses to show you definitely know what we're talking about now!

Upstander options

Often children want to help out a target of bullying but don't know what to do. This activity shows them that they have choices, offers examples and gives them an opportunity to create positive responses of their own.

Activity



You'll need:

- A whiteboard or flipchart
- Handout: 'Upstander options' (page 107)
- Sticky notes for each group

Possible modification for ages 7-9: *There is a lot to take in on the worksheet so you might feel it is best to have a whole class discussion. After sharing the situations, let the groups create their responses.*

In this activity, we're going to try out what it's like to be an upstander, so let's assume our whole class has made the choice to help out the target.

1. Divide into groups of five pupils per group

Each group should pick a reader and a writer.

2. Groups read and discuss the situations together

The three situations are provided in the worksheet on the next page.

While groups are discussing, divide the whiteboard or flipchart into two sections with the headlines 'Public Support' and 'Private Support'.

3. Groups choose or create their two kinds of responses for each

Pupils can work with the sample responses in "Let's talk" or create their own.

4. Record the choices to the board

Facilitate a class discussion based on the choices the pupils made.

Let's talk



When you see someone being mean to another person online – making them feel embarrassed or left out, making fun of them, disrespecting them, hurting their feelings, etc. – you always have choices. First, you can choose to be an upstander instead of a bystander by helping the target. Second, if you choose to be an upstander you have options for what kind of action you take.

The most important thing to know is that it can really help someone being targeted just to be heard if they feel bad – and to know that someone cares.

Now, not everybody feels comfortable standing up for others **publicly**, whether online or in the school canteen. If you do, then go for it! You can...

- Call out the mean behaviour (not the person) right when it happens, saying it's not cool.
- Say something nice about the target later, in a post or comment.
- Get friends to compliment the target online too.
- Offline, you can invite the person to hang out with you on the playground or sit with you at lunch time.

If you don't feel comfortable helping out publicly, that's fine. You can also support the target **privately**. You can...

- Ask how they're doing in a text or direct message.
- Say something kind or complimentary in an anonymous post, comment or direct message (if you're using media that lets you stay anonymous).
- Talk to them quietly in the hall and tell them you're there for them if they want to talk after school or on the phone.
- Tell them you thought the nasty behaviour was wrong and ask if they feel like talking about what happened.

No matter how you choose to be a helper, you also have both public and private options for **reporting** what you saw. This could mean reporting bullying behaviour via a website or app, or it could mean reporting what's going on to an adult who you know will make the situation better, especially for the target.

Summary

Lots of times when you see somebody being hurt or harassed, you want to help, but you don't always know what to do. You now know many ways to help the target and that you definitely have options for supporting them in ways that you're comfortable with. You have the power to help people in a way that works for you!

Upstander options

Each group needs a reader and a writer. The reader reads each situation out loud and then the group spends time discussing them to decide how you'd support the target publicly and how you'd support them privately. The writer makes notes of the group's decisions on two sticky notes and sticks one note in the Public column and one note in the Private column on the whiteboard. OR make up your own way to help the target. Repeat that process for Situation 2 and Situation 3.

Note: There isn't only one right way to support a target because each person (whether target or bystander) is different and each situation is different. We're just trying out different helper options.

Situation 1

Someone in another class posts a video of themselves singing a cover to a famous pop artist's song. People at your school start posting mean comments under the video. What do you do to support the pupil who posted the video? Work with some of the ideas on the previous page or agree on your group's own response.

Situation 2

Someone in your class sends another pupil a screenshot of a comment your friend posted and makes a nasty joke about it. The screenshot gets reposted and goes viral at school. What will you do to support the pupil whose comment was screenshotted and shared? Choose one of the ideas we just discussed as a class – or decide on your own response.

Scenario 3

You find out that someone at your school created a fake social media account using another pupil's name and posts photos and memes that say mean things about other pupils, teachers and the school. What do you decide to do to support the pupil who's being impersonated in this mean way? Consider the ideas on the previous page or come up with your own response.

Seeing upsetting stuff

Pupils learn that if they see pictures or videos that they find upsetting they should trust their feelings, refuse to watch more and talk about what they saw with an adult they trust.

If a younger child runs into upsetting content or communication online and reports this to you privately later, follow these steps, which are reflective of safeguarding procedures:

1. Thank them for telling you and reassure them that they did the right thing in coming to you.
2. Listen to their report and make a note of what they say. In this situation, your job is to listen, not be an investigator.
3. If the child indicates the content has been shared by an adult or that any inappropriate contact is involved, report what you've heard to a designated safeguarding lead, understanding the sensitivity of this information and the primary importance of caring for the child.
4. Follow your school's safeguarding procedure with reporting.

Activity



You'll need:

- Calm music
- Scenarios (page 109)

Musical reporting

1. Explain the rules to the class, you may wish to model this first:

- A. 'I'll read a scenario.'
- B. 'I'll play music for 30 seconds.'
- C. 'While the music is playing, walk around and think about what you'd say while reporting the scenario to an adult.'
- D. 'When the music stops, find a partner and practise reporting with them.'

2. Choose a scenario and start the music.

3. Stop the music.

4. Listen to pupils as they practise.

Choose one pair to demonstrate what they said to the class.

5. Call on a few other pupils

at random to tell the class what they'd do in this situation.

6. Repeat steps 2–5

for other scenarios, as time allows.

Let's talk



Looking at pictures or watching videos on a phone, tablet or computer can be a lot of fun.

- Who do you look at these things with?
- What are some of your favourite things to watch?
- How do you feel when you watch these?

Sometimes, pictures and videos aren't **always** fun to watch. Have you ever looked at something that was boring? Or confusing? Or scary?

Think about a time you felt really upset – **any** time you felt upset. You don't need to say what happened. I'll give you some examples of how bodies can feel when people are upset. Hot face. Racing heart. Sweaty palms. Sick stomach. Fast breathing. We've all experienced these feelings at some point.

Have you ever seen a picture or video that made you feel upset? This activity will help you know what to do if you see pictures or videos that make you feel upset.

If someone shows you a picture or video that makes you feel upset, you can refuse to watch. That's called growing your refusal skills, and that's important.

Discuss some words that can be used to refuse an uncomfortable picture or video. For example: "Please stop." "I don't like that." "I don't want to watch this."

(Record ideas on the board.)

- Practise saying some of these phrases. Say them to your partner.
- What can make it hard to refuse? ('If the other person won't listen.' 'If they keep showing you similar things.' 'If you're afraid or embarrassed to refuse.' 'If the other person is older.')

Sometimes, you might accidentally see something upsetting when you're using a phone, tablet or computer by yourself.

- What should you do if you accidentally see something like this?
- What if somebody showed it to you?

If you can't or don't want to refuse, you can report what happened to an adult you trust. Adults will help take care of you and keep you safe. Who are some adults you trust?

Now we're going to practise reporting to an adult.

Scenarios

Scenario 1: Someone shows you clips from a comedy show she thinks is funny, but it makes you uncomfortable.

Scenario 2: Your sibling shows you videos of car crashes. They think it's funny when you say 'stop'.

Scenario 3: One of your family members is always playing games with lots of shooting in them. You liked it at first, but it's starting to bother you.

Scenario 4: You're playing a game with a couple of other people and you see one of them being really hurtful to the other player.

Scenario 5: Your cousin is hanging out at your house and you're watching videos together. They start watching a video that has naked people in it.

Summary

You might see things in your life offline and online that make you uncomfortable. If you do not feel good about something you see, try and use your words to refuse them. Also, always report what you saw to an adult so they can help everyone stay safe.

Seeing upsetting stuff

Pupils learn to identify inappropriate online content and strategies for refusing it. They also learn about reporting any content that suggests someone has or is about to hurt themselves or others.

A special note for educators: *If during or after this activity a pupil tells you about an instance of bullying, harassment, abuse, threats of violence or even suicidal ideation, that is usually a sign of trust and it's very important that you honour that trust. Research suggests that pupils will often report sensitive information to an adult **only one time**. If that first report doesn't result in them feeling helped, pupils will not try again.*

If a child does report something serious to you, follow the steps on page 108.

Activity



You'll need:

- Scenarios (page 111)
- One piece of paper with the word 'Refuse' on it
- Another piece of paper with the word 'Report' on it.

1. **Place the two signs** on opposite sides of the room.
2. **Choose a scenario** from the list and read it to the class or create a relevant scenario of your own.
3. **Ask pupils** to think about whether they'd refuse the scenario themselves or report what happened to an adult and ask for help.
4. **Pupils move** to the side of the room corresponding to what they'd do.
5. **Each group discusses** what they'd say or do when refusing or reporting and why.
6. **Have some pupils** demonstrate reporting and refusing.
7. **Repeat** with another scenario, as time allows.

Let's talk



This activity will help you handle situations where people do, say or show you things online that make you upset or scared.

Have you ever seen content, comments or behaviour online that made you upset? It could be texts, photos or videos.

Discuss the following: 'Something that upset me online was _____. On a piece of paper, write some examples that fill in the blank in this sentence on the board.

As pupils are writing, walk around and look at their answers. Ask a few pupils if they're willing to share their answers with the class.

You have the same right to feel as safe and comfortable online as you do here at school. You get to decide what you watch and who you talk with online. You can refuse to see anything that makes you upset. This activity is all about growing your refusal skills – skills everybody needs to have.

So what are some ways you can refuse upsetting things?

Pupils might come up with the following examples: "Turn off your device." "Delete things people send you." "Block or remove senders." "Tell them you don't like whatever it is." Make sure they hear all of these options. Encourage pupils to share specifics of how they can refuse content on different platforms. This will also be a chance for you to learn more, for future discussions, about your pupils' experiences online. To maximise trust and communication, try to remain judgement-free.

Sometimes you might not know how to handle a situation – which is just fine. What could you do in this situation? A good response is: "Get help from an adult I trust."

Remember, just because you refuse doesn't mean you can't also report the content or the behaviour. You can definitely do both.

If you need help and report what happened to an adult, but they can't help you, what should you do? ("Find another adult to report to.") Reporting isn't always easy, keep reporting until you find an adult who really helps you.

Think of some adults here at school you trust to help you.

Scenarios

Scenario 1: A friend of yours keeps using bad language in chats.

Scenario 2: You keep seeing sexist statements in a comment thread.

Scenario 3: Someone makes fun of a photo you're in.

Scenario 4: Someone says something really racist about you.

Scenario 5: Someone asks you to send them a picture of you naked.

Scenario 6: You see a post saying someone is going to bring a gun to school.

Summary

You might see things online that are just plain scary, like someone saying they're going to do something that might hurt themselves or someone else. In these situations, tell an adult right away so they can help everyone stay safe.

What to do about mean stuff online

Pupils practise what to do the next time they see or hear something upsetting in a video, online game or TV show.

Activity



It's best that pupils work in trusted partners for this activity.

Let's practise speaking up when you see or hear something upsetting on TV or in a game or video and talking to an adult you trust.

Read a scenario to the pupils and encourage them to take turns in practising how they would respond in that situation. Model the first one together. Work through the scenarios, encouraging pupils to work together and discuss responses.

Let's talk



Share some favourite TV programmes, streamers or YouTubers.

Discuss why they like these shows and the emotions they feel when they watch them.

Discuss that we usually like to watch TV shows or videos because they're entertaining. What does 'entertaining' mean?

When a show is entertaining, it makes you feel good and you enjoy watching it. Maybe it makes you laugh or you just chill out whilst watching, or you're learning something new, or it's super exciting and you can't wait to see what happens next.

Sometimes a show might **not** be entertaining because people or animals are really getting hurt, someone's really mean or scary or something's making you feel nervous or sad.

Discuss videos or shows that they didn't think were entertaining and discuss why.

Today we're going to practice what you can do the next time you see or hear something upsetting on TV or the internet. Record these key ideas on a whiteboard or flipchart:

- If you're watching a TV show or video by yourself and you see or hear something upsetting, you can turn it off.
- If you're still upset after you turn it off, **find an adult you trust to talk to** about what you saw and how it made you feel.
- Who is a **trusted adult** you could talk to?
- If you're watching a TV show or online video with friends or family and you see or hear something upsetting, you can speak up and say how you feel.
- Discuss what things you could do and record on the board under 'speak up'.

If you speak up and someone keeps showing you things you don't like, you can always leave the room and tell a trusted adult.

Scenarios

Scenario 1: You're watching an online video with a family member. The person in the video is using swear words and saying mean things that upset you. You decide to speak up. What do you say?

Scenario 2: You're watching a new TV show alone. You're halfway through the first episode when something super scary happens. Argh! You can't get it out of your mind and now you're convinced it could happen to you. You decide to turn off the show and tell a trusted adult.

Scenario 3: You're watching online videos with your friends. One friend shows a video with naked people in it. You feel upset. You don't know how your friends feel, but you don't want to watch the video anymore. You decide to speak up.

Scenario 4: You're playing a multiplayer game online when you see one player intentionally messing up what other players are doing. Someone asks him to stop and he just laughs.

Scenario 5: Your cousins are playing video games with lots of shooting in them. There are lots of people getting hurt. You ask them to play something else, but they ignore you.

Scenario 6: You're at a friend's house and you overhear a news story on TV that makes you feel really sad. When you get home, you decide to talk to an adult you trust.

Handling mean stuff online

Pupils learn that behaviour, kind or mean, is just behaviour – whether online or offline. They explore ways to handle the mean kind of behaviour so they can avoid contributing to the drama and escalating conflict.

Activity



You'll need:

- Worksheet: 'Handling mean behaviour online' (page 116, one per group of 3-4 pupils)

1. Have pupils get in groups of 3–4 and give each group a worksheet.
2. Have each group complete Section A.
3. Collect sheets in and redistribute so that each group has a different sheet.
4. Each group completes Section B of their new worksheet.
5. Each group shares with the class what they came up with.

Let's talk



With the class, discuss the following: *What are some reasons people act mean to each other online?*

People can get into conflicts online for a lot of different reasons. We can avoid a lot of nastiness just by trying to show kindness to others or just not getting involved. Sometimes it continues from something that happened at school. Other times, though, people just say or do mean things out of the blue. Have you ever seen or heard of someone doing any of these mean things:

- Posting disrespectful comments on photos or videos
- Spreading gossip or lies about someone else
- Pretending to be someone else in order to get them in trouble
- Name-calling
- Using racist or homophobic language

Has anyone ever been mean to you online? *If pupils feel able to, they can raise their hand.*

- Discuss how we might feel if someone said or did something mean online.
- Would you ever be tempted to get back at them? Why?

It's natural to feel angry when you think someone's done something mean. The urge to get back at them can be very strong. What might the consequences be for trying to get back at someone?

Responding to unkind behaviour with more unkind behaviour is a common way conflicts start or spread online. How could you respond to unkind behaviour that wouldn't cause a conflict?

When you're angry or upset, it can be easy to say or do something nasty to the other person. It's important to calm down before you do anything else. One strategy for calming down is taking a few slow, deep breaths.

Practise taking a few slow, deep breaths together.

Discuss and share other strategies you've used to calm down when you're angry or upset.

Discuss the following as a class:

- How would you feel if you saw someone being mean to someone else online?
- When people who see nasty behaviour don't say anything or they laugh or join in, what happens?

Have you ever helped someone who was being treated meanly? Share some examples.

What should you do if you don't feel comfortable or safe standing up to nasty behaviour you see?

Summary

When you come across unkind behaviour online, it's important to respond appropriately. If you try to get back by responding with nasty behaviour of your own, you can start a conflict or make something that started at school even worse – online or at school. If you take a moment to calm down and then respond in another way, you can avoid conflict.

If someone ever **keeps** being mean to you and you don't know how to make them stop, you should get help from an adult.

Handling mean stuff online

Section A

Write down one situation you might encounter where someone is being nasty online.

Section B

How would you respond if this happened to you?

Why would you respond this way?

How would you respond if you saw this happening to someone else?

Why would you respond this way?

Be Internet Brave: Activity 5

When to get help

One piece of advice that appears consistently throughout these lessons is: if pupils come across something that makes them feel uncomfortable or worse, encourage them to report it. Be brave and talk to someone they trust who can help, including you, the headteacher or a parent. Pupils should pick this up from any one of the lessons, but – just to be sure – here’s a class discussion focused specifically on the ‘when in doubt, discuss’ principle. Below you’ll find a list of situations in which talking it out can really help.

Important notes for educators:

1. Children have been taught or conditioned not to ‘tell tales’ for so many generations that it has become a social norm and bullying prevention experts have been working hard to help children understand the difference between ‘telling’ and getting help. Help pupils see that seeking support when hurtful things happen online is not ‘telling’, it’s about getting help for themselves or peers when people are getting hurt.
2. Fostering open communication in your classroom and reminding pupils that you’re always there for backup, supports pupils’ agency and appropriate reporting.
3. In the discussion below, any time a pupil shares about times they sought adult help, be sure the tone of the conversation is one that makes them feel proud and brave to have taken action, especially since they’re speaking up in front of peers.

Activity



You’ll need:

- Handout (select based on year group, one per pupil):
- Scenarios for ages 7-9 (page 118)
- Scenarios for ages 9-11 (page 119)

Please take a look at the scenarios below to complete the activity.

Note to school leaders: Having a student council or group of pupil leaders in your school that mentor younger pupils about online situations like these can be a very effective way to teach, engage and empower younger children. If you already have one of these pupil groups at your school, have them walk through the scenarios with younger pupils and share their own experiences in navigating them.

Summary

It may not always **seem** like it, but being able to ask for help when you’re not sure what to do is a brave thing. If it’s to help you or someone heal from something hurtful or to stop harm from happening, it’s both smart and courageous.

Scenarios for Ages 7-9

1. **Read the list of scenarios to yourselves.** While you do, think about whether any of those situations happened to you, whether you wanted to ask an adult for help in any of them, and if you did or not.
2. **Raise your hand** if you want to tell us what you did (or didn't do) and why. If someone already picked one, see if you have a different one we can talk about.
3. **Let's discuss those situations.**

Scenarios

Scenario 1: You need help remembering a password.

Scenario 2: Another gamer really likes your skin and offers to pay you game money for it. How do you decide?

Scenario 3: You see some really mean behaviour in a video and aren't sure what to do about it.

Scenario 4: Another gamer asks you how old you are and where you live. Do you tell them?

Scenario 5: A friend shows you a video that's really violent – someone gets hurt in it. What do you do?

Scenario 6: You want to do something about a comment you see online that's really mean. What do you do?

Scenario 7: Someone on the playground starts making fun of another child because they don't have a phone, and they are really sad. What do you do about that?

Scenario 8: You're watching a video of cartoon characters and all of a sudden something really scary pops up in the middle of it.

Scenarios for ages 9-11

- 1. Read the list of scenarios to yourselves.** While you do, think about whether any of those situations happened to you, whether you wanted to ask an adult for help in any of them, and if you did or not.
- 2. Raise your hand** if you want to tell us what you did (or didn't do) and why. If someone already picked one, see if you have a different one we can talk about.
- 3. Let's discuss those situations.**

Scenarios

Scenario 1: You have this feeling someone hacked into your account. What can you do to take back control?

Scenario 2: You're unsure if something was a scam and think you might have fallen for one.

Scenario 3: Another gamer starts asking you stuff that has nothing to do with the game and it's kind of cringey. Do you answer them?

Scenario 4: You hear someone being really racist in game chat.

Scenario 5: You're concerned you may have shared something online you shouldn't have.

Scenario 6: You saw someone threatening to start a fight or harm someone.

Scenario 7: Someone is posting really bad stuff about themselves online, and it makes you worry about them.

Report it online, too

Using a school device to demonstrate where to go to report inappropriate content and behaviour in apps, the class considers various types of content, decides whether to report it and talks about why or why not.

Activity



You'll need:

- Worksheet: 'Report it online, too' (page 121, one per pupil)

Grab as many devices as your class has access to – children can work on their own or in groups with a device.

1. Look for community rules. Together, find the terms of service in at least three school-related accounts and look for a rule about harassment or bullying.

2. Figure out how to report a problem. Find the apps' or sites' tools for reporting inappropriate content or behaviour. (If there's only one device or computer in the room, have groups of pupils take turns at that screen.)

3. Go through the scenarios. Everyone sits down and, as a class, goes through the situations on the worksheet on the next page.

4. Would you report it? Ask pupils to raise their hands if they would report the content; then ask them to raise their hands if they wouldn't report it.

5. If so, why? Encourage explanations for their choices.

Note: Seldom is there just one right answer or approach. Make sure everybody knows this before class discussion begins.

Let's talk



When meanness and other inappropriate content turns up online, people have options for taking action. In the last activity we talked about the most important one: talking it out with someone you trust. That can help you figure out the best ways to help. Another option is to report it to the app or service where you find it, which can help get the content deleted. It's important to get used to checking apps' terms of service or community rules and using their reporting tools.

Pupils should get in the habit of taking a screenshot of a conversation or activity that's harmful or suspicious **before** using blocking and reporting tools (which could make a record of the activity go away). This ensures that trusted adults can **see** what happened and help resolve this situation.

Summary

Most apps and services have tools for reporting and/or blocking inappropriate content. It can help the people involved, their community and the platforms themselves if we use those tools. Before blocking or reporting inappropriate content, it's always wise to take a screenshot so that you have a record of the situation.

Report it online, too

Read each scenario below and raise your hand if you'd report it in the app or service where you found it.

Explain why you would or wouldn't report it.

(Remember that there is seldom one right choice to make, which is why discussion is helpful. No one should feel bad about what they chose to do. Even adults don't always know when or how to report.)

Scenario 1

Another pupil posts a group photo in a public account and you hate the way you look in it. Would you report that photo or not? If you know who posted it, would you talk with the person and ask them to take it down? How can you respond?

Scenario 2

Someone creates an account of a pupil you know using their name and photo. They turned the photo into a meme and drew a moustache and other weird facial features on it, turning the photo into a joke. Would you report the account?

Scenario 3

Someone posts lots of mean comments about a pupil in your school without using their name, but you have a feeling you know who it is. Would you report those comments or not and, if you would, how?

Scenario 4

A pupil creates an account with your school's name in the screen name and posts other pupils' photos with comments that everybody hears about. Some of the comments are hurtful to pupils, some are compliments. Do you report the hurtful comments, the whole account or both?

Scenario 5

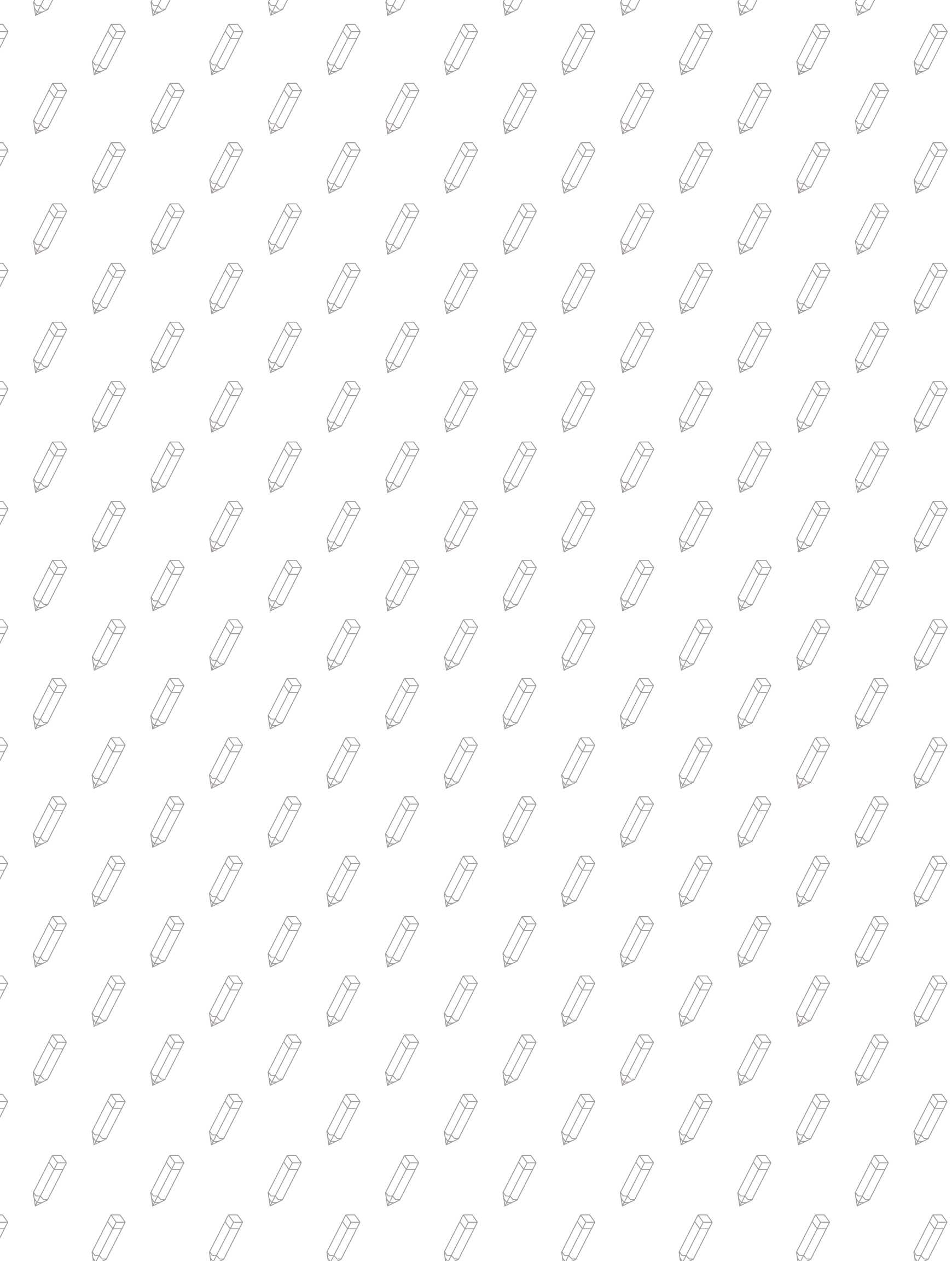
One night, you notice that a pupil has made a comment online saying they're going to fight with another pupil in the dinner hall the next day. Do you report that comment online or not? Do you report it to a teacher or headteacher the next morning or not? Both?

Scenario 6

You're watching a cartoon video and all of a sudden there's some weird content in it that's definitely not appropriate for children and makes you feel uncomfortable. Do you report it or not?

Scenario 7

You're playing an online game with friends and someone none of the players know starts chatting with you. They're not being nasty or anything, but you don't know them. Do you ignore them or report them?



Lesson plans

Overview

Lesson 1	Be Internet Sharp & Be Internet Alert	Ages 7-9
Lesson 2	Be Internet Secure & Be Internet Kind	Ages 7-9
Lesson 3	Be Internet Sharp & Be Internet Alert	Ages 7-9
Lesson 4	Be Internet Secure & Be Internet Kind	Ages 7-9
Lesson 5	Be Internet Brave - When in Doubt, Discuss	Ages 7-9
Lesson 6	Be Internet Brave - When in Doubt, Discuss	Ages 7-9
Lesson 7	Be Internet Sharp - Think Before You Share	Ages 9-11
Lesson 8	Be Internet Alert - Check it's For Real	Ages 9-11
Lesson 9	Be Internet Secure - Protect Your Stuff	Ages 9-11
Lesson 10	Be Internet Kind - Respect Each Other	Ages 9-11
Lesson 11	Be Internet Brave - When in Doubt, Discuss	Ages 9-11
Lesson 12	Be Internet Brave - When in Doubt, Discuss	Ages 9-11

Teacher guide to pupil safety

Please make sure you read this guide before carrying out any activities with pupils.

Ages

For pupils aged 7-9 years and 9-11 years.

Summary

- ✓ **Reinforce** existing ground rules that have been drawn up with the class.
- ✓ **Add** or emphasise any that are especially relevant to this lesson. E.g. no personal stories, the right to pass.
- ✓ **Make** sure you're familiar with the school's safeguarding policy.
- ✓ **Consider** any sensitivities and your prior knowledge about specific pupils' circumstances. It may be advisable to let relevant staff know that you're covering this subject.
- ✓ **Local** and national support groups or helplines such as the Child Exploitation and Online Protection Command (CEOP), NSPCC, and Childline should be signposted to pupils – as well as adults within school who can support them if they have worries or concerns.
- ✓ **Invite** pupils to write down any questions they have anonymously at any time, and collect them using an 'ask it basket', question box or envelope. This should be accessible both in, during and after the lesson.

Be Internet Sharp & Be Internet Alert

Overall aims

This lesson plan highlights the age-appropriate activities within the two pillars: Be Internet Sharp and Be Internet Alert.

You will find all the activities within this booklet. Please note some of these activities have been adapted for this age group. Please see the lesson overviews within the main booklet for a full description of the overall aims of each pillar.

Please make sure the chosen activities are not repeated for ages 9-11.

Objectives

Pupils will learn

- ✓ **How** they can protect their online reputation.
- ✓ **How** to work out whether information online is true and reliable.

Outcomes

Pupils can

- ✓ **Demonstrate** ways of protecting their online reputation.
- ✓ **Identify** ways of working out whether information online is reliable.

Reminder

Please make sure you read the teacher guide to pupil safety before you start any of the activities in this booklet.

Assessment opportunities

- Assessing pupils' pre-existing knowledge.
- Class discussion and teacher circulation during activities.

Timing

This plan could be used for a one-hour lesson, with approximate timings given to allow you to select activities as you feel appropriate to meet the needs of your pupils.

Plenary

Pupils reflecting on activities and progress made since introductory activity.

Be Internet Sharp & Be Internet Alert

Baseline activity



(10 mins)

Class discussion around the two pillars Be Internet Sharp and Be Internet Alert to gauge the pupils' starting point.

Explain to the class that someone's online reputation is anything that appears about them on the internet.

Then ask, 'How can someone make sure what they do or say online does not damage their online reputation?'

Examples may include: don't post embarrassing photos or videos online, don't write unkind or hurtful comments and posts online, be kind to others, check privacy settings to make sure people can't see all your personal information.

'Being Internet Sharp' means knowing what kind of information to put online to protect your online reputation.

Explain that today we will also look at 'Being Internet Alert' – which means being able to work out whether things we see online are true.

Activity guide



Activity 1: Is it OK to share? page 15 (10 mins)

In pairs, ask pupils to invent a character around their age. Ask them to draw this character or write the character's name in the middle of a piece of paper. Write up a list on the board of a character's 'personal' information (e.g. name, address, photo of a friend, date of birth, password). Ask them to choose those which would help the person to build a positive online reputation. Feedback as a class and ask them to discuss what the consequences of posting or sharing the other examples would be.

If pupils need more support, provide them with a list of a character's 'personal' information (e.g. name, address, photo of a friend, date of birth, password). See the support worksheet on page 18. Ask them to say, or to put a smiley or sad face next to each aspect to indicate if it is OK to share this information online or not. If pupils need more of a challenge, ask them to design a poster for the classroom with 'Dos and Don'ts' for a positive online reputation.

Be Internet Sharp & Be Internet Alert

Activity guide



Be Internet Sharp – Activity 4: Keeping it private, page 20 (10 mins)

Invite pupils to work in groups to review the three written privacy scenarios. Ask each group to discuss and agree upon the best privacy solution for each character.

Privacy scenarios: what should you do?

Example 1: A child at your school has a bad haircut and isn't happy with it. Someone takes a picture and shares it online.

- Is it kind to share another person's bad hair day?
- How do you think that person would feel?

Example 2: Someone writes in their diary. Another person copies what they wrote and posts it online.

- Was the other person wrong to post the diary entries?
- How would you feel if someone did this with your diary?

Example 3: A group of friends decide to meet at a friend's house after school to play video games. One person in the group posts the house address and mobile number of the friend they are going to.

- Can you think of any reason why sharing a home address or a phone number on a public place online could be a problem?
- Are there more private ways to communicate this message – e.g. sending a private message or text?

For each scenario ask: '**Is this OK to share?**' For pupils who need more of a challenge, provide them the definition for 'digital footprint' from the vocabulary section and ask how each scenario could leave a negative digital footprint.

Be Internet Sharp – Activity 7: Interland: Mindful Mountain, page 28

An online game navigating the world of online privacy. This is followed by a discussion. Please see the activity on page 28 for the questions.

Be Internet Alert – Activity 1: Don't bite that phishing hook! page 35 (15 mins)

Divide the class into groups and give each group the examples of messages and websites from pages 35-37. Pupils decide which are real and reliable and which are fake and untrustworthy, giving reasons why.

For pupils who need more support, use the real/fake clue cards (you will need to print duplicate copies of these) and ask them to match each card against the scenario they think it belongs to. Discuss the clues to ensure that they understand why the messages could be examples of scams or phishing. For pupils who need more of a challenge, ask them to write their own 'Look out for Phishing!' top five clues checklist.

Continued on the next page →

Be Internet Sharp & Be Internet Alert

Activity guide



Be Internet Alert – Activity 7: Interland: Reality River, page 62 (20 mins)

An online game navigating the world of online privacy. This is followed by a discussion. Please see the booklet on page 62 for the questions.

Plenary

2 for 2 (5 mins)

Ask pupils to spend a few minutes reflecting on the activities in the lesson and ask them to write the following:

- Two things they probably shouldn't share and make public online.
- Two examples of online scams they should watch out for.

(Stretch: ask them to give reasons for their answers)

Extension

Ask pupils to design an advice leaflet or poster based on what they have learned in the activities. They could take this home to their parents to teach them what it means to be 'Internet Sharp' and 'Internet Alert' and tips on how they can achieve this.

Lesson materials

Sharp Activity 1: worksheet from page 18.

Sharp Activity 7: questions on page 28.

Alert Activity 1: worksheet on pages 35-37.

Alert Activity 7: questions on page 62.

Be Internet Secure & Be Internet Kind

Overall aims

This lesson plan highlights the age-appropriate activities within the two pillars Be Internet Secure and Be Internet Kind of the Be Internet Legends programme.

You will find all the activities within the booklet. Some of these activities have been adapted for this age group. Please see the lesson overviews within the activity booklet for a full description of the overall aims of each pillar. Please make sure the chosen activities are not repeated for ages 9-11.

Objectives

Pupils will learn

- ✓ **How** to make strong passwords to secure their information online.
- ✓ **Ways** in which they can be kind to others online.

Outcomes

Pupils can

- ✓ **Identify** ways in which they can secure their information online by creating strong passwords.
- ✓ **Identify** what they can do to be kind online.

Reminder

Please make sure you read the teacher guide to pupil safety before you start any of the activities in this booklet.

Assessment opportunities

- Assessing pupils' pre-existing knowledge in introductory activity.
- Class discussion and teacher circulation during activities.

Timing

This plan could be used for a one-hour lesson, with approximate timings given to allow you to select activities as you feel appropriate to meet the needs of your pupils.

Plenary

Pupils reflecting on activities and progress made since introductory activity.

Be Internet Secure & Be Internet Kind

Baseline activity



(10 mins)

Protecting my personal information online: how confident am I?

Ask pupils to draw a scale from 1-10. 1 representing not at all confident, 10 representing very confident.

Invite them to mark on their scale how confident they feel in terms of their knowledge and understanding of protecting their own personal information online.

Ask pupils to close their eyes and to put up their hand when you call out where they have rated themselves, 1-3, 4-7, 8-10. This will be revisited at the end of the lesson.

Ask pupils to discuss in groups why it is important to protect personal information and to write as many reasons as they can on separate sticky notes.

Invite one or two pupils from each group to bring up their sticky note ideas and place on a flipchart/display board.

Summarise and share what pupils have written on their sticky notes.

Possible answers: people may access your home address, phone number, see photos, messages and emails that you don't want made public, etc.

Ask the pupils: what is a password and why is it important?

Then say that you're also going to be discussing being kind online. Ask: how can people be kind online? What sort of things might they do?

Be Internet Secure & Be Internet Kind

Activity guide



Be Internet Secure – Activity 2: How to build a strong password, page 69 (10 mins)

Explain to pupils that one of the ways that can help to ensure personal information is safe online is to use a 'strong' password. Ask them what they think is meant by a 'strong' password. (E.g. mix of upper and lowercase letters, symbols, numbers for letters, etc.) Divide the class into teams of two pupils.

Each team has 60 seconds to come up with what they think is a 'strong' password.

Ask two teams at a time to write their 'strong' passwords on the board.

Invite the class to vote on which passwords they think are 'strong'. Pupils could also come up with examples of weak passwords and explain what makes them weak.

Pupils needing support could be given some examples of weak passwords and asked how they could improve them. (E.g. 'password', 'school', 'their name'). Pupils needing to be challenged could create a 'Dos and Don'ts' checklist on how to write a strong password and give clues to what a weak password would be.

Be Internet Secure – Activity 3: Shh... Keep it to yourself! Page 72 (15 mins)

- Choose a school device to demonstrate where pupils can locate privacy settings. This can be undertaken on the teacher's class computer and demonstrated via the class whiteboard, via pupils' own school tablets or where laptops are located for lessons in computing.
- Ask pupils if they have heard of the two-step verification process and explain how it works. (When you log into an account, it will be a two-step process, e.g. entering a password and another piece of memorable data about you.)
- Demonstrate going into My Account or Settings to explore privacy and security settings and show how privacy can be protected in this way.
- Ask pupils to compose a short slogan which helps them to remember the key advice.

Differentiation: Pupils needing support should be given a one-to-one explanation of the demonstration and could then create a 'Shh.. Keep it to yourself!' cartoon giving key advice, to reinforce their learning. This could be shared on the school website. Pupils needing to be challenged could create a 'Shh... Keep it to yourself!' rule to be shared in assembly. This could take the form of a mnemonic poem or rap.

Be Internet Secure & Be Internet Kind

Activity guide



Be Internet Kind – Activity 1.1: Noticing feelings, page 78 (10 mins)

This activity revisits the scenarios in Be Internet Sharp, Activity 4 (Keeping it Private, page 20), this time focusing on help-seeking.

Give out the three scenarios/dilemmas from this activity to pupils to be discussed in their table groups.

Key questions to answer are:

- What can the person do if they feel unsafe online?
- Who they can tell or go to?
- What might happen when they tell?
- What might happen after that?

Ask each group to share their responses with the rest of the class.

Ask pupils who need support to discuss the scenarios with you, or another adult, focusing on what the person could do if they feel unsafe online and whom they tell in school and outside of school in each case. Ask those that need more challenge to design a 'Who to go to' flyer or poster for display in the classroom.

You could label the corner of each room teacher, parent, no-one, CEOP (the Child Exploitation and Online Protection command of the National Crime Agency). Read the scenario and ask pupils to move to the corner for the one they would tell and explain why they chose this option. Key point – you don't tell 'no-one' if you see something upsetting!

Be Internet Secure – Activity 5: Interland: Tower of Treasure, page 74 (20 mins)

An online game where pupils are asked to build an 'untouchable' password and secure made-up 'private' information on the game.

Discuss with pupils: 'How would you find and ask for help if you felt unsafe online?'

Possible answers:

- Reporting
- Blocking
- Speaking to a teacher, parent, friends, sibling or another trusted adult.

Be a 'Kindness Superhero' (10 mins)

Ask pupils to draw someone who treats others kindly when they are online.

Around the outside, ask pupils to draw or write what this person is thinking, saying and doing to demonstrate kindness online. Remind pupils about extending real life behaviour into online behaviour – e.g. don't say things online that you wouldn't say to someone face-to-face.

Continued on the next page →

Be Internet Secure & Be Internet Kind

Activity guide



Be Internet Kind – Activity 2.1: Your Kindness-gram, page 84 (15 mins)

1. Ask pupils to write down words describing feelings for a bystander who has witnessed or read unkind behaviour online.
2. In groups, invite pupils to write down on a sticky note one practical suggestion for what the bystander could do to deal with the situation.
3. Make a class graffiti wall of the suggestions and read them out to the pupils. Which ones do they think would be particularly helpful?
4. Ask pupils to devise their own 'Be cool when someone is cruel' online advice checklist for classroom display.

Differentiation: Pupils needing to be challenged could create a rap/poem to share at a school assembly giving advice on how to combat unkind online behaviour. For pupils requiring support, ask them to use the graffiti wall suggestions to compose their own 'Be cool when someone is cruel' advice message or tweet.

Class discussion: Ask pupils to consider how some celebrities sometimes behave unkindly towards others when they are using social media. Remind them that this kind of behaviour does not present a good role model for others and only perpetuates that it is OK to be unkind online. As a class they now know how to stand up for others and how to respond to unkind or unhealthy behaviour online.

Be Internet Kind – Activity 6: Interland: Kind Kingdom, page 97

Open a web browser on desktop or mobile device (i.e. tablet), visit [g.co/interland](https://www.g.co/interland) and navigate to the land called Kind Kingdom. This is followed by the discussion questions in the activity section of the booklet.

Be Internet Secure & Be Internet Kind

Plenary

(5 mins)

Invite pupils to revisit the scale they filled in at the beginning of the lesson. Where would they rate their confidence levels now?

Ask them to list two ways they can be kind online.

Ask pupils to begin creating a postcard that can be shared with their parents and siblings. This can be finished at another point during the school day. Give them a choice between the two pillars: Be Internet Secure and Be Internet Kind.

1. Postcard for Be Internet Secure

Top tips on how to stay secure online. This may include tips on how to create a strong password, what to do if they receive messages from people they don't know and how to manage their privacy settings on an app of their choosing.

2. Postcard for Be Internet Kind

Top tips on how to stand up for others and what it means to be kind online.

Extension

These postcards could form part of a display in the classroom or elsewhere at school.

Lesson materials

Secure Activity 2: handout on page 71.

Kind Activity 1.1: sheets on page 70-71.

Secure Activity 5: questions on page 74.

Kind Activity 2.1: Empathy at School sheet on page 85
and Your Kindness-gram on page 86.

Kind Activity 6: questions on page 97.

Be Internet Sharp & Be Internet Alert

Overall aims

This lesson plan highlights the age-appropriate activities within the two pillars: Be Internet Secure and Be Internet Alert.

You will find all the activities within the booklet. Some of these activities have been adapted for this age group. Please see the activity overviews within this pack for a full description of the overall aims of each pillar.

It helps pupils understand that you can't believe everything you see online and that information can come from different sources.

Objectives Pupils will learn

- ✓ **How** online content can be interpreted in different ways through the eyes of different people.
- ✓ **That** it's hard to fully understand the meaning behind online content.
- ✓ **Everything** online comes from a range of sources; children will learn how to choose the best source of information online.

Outcomes Pupils can

- ✓ **Consider** their own digital footprints and know how to find credible information online.

Reminder

Please make sure you read the teacher guide to pupil safety before you start any of the activities.

Assessment opportunities

- Assessing pre-existing knowledge.
- Class discussion and teacher circulation during activities.

Timing

This lesson takes approximately one hour, with timings given to allow you to select activities as you feel appropriate to meet the needs of your pupils.

Be Internet Sharp & Be Internet Alert

Baseline activity



(10 mins)

What does it mean to Be Internet Sharp and Alert?

In our last lesson, we learned how we can protect our online reputation and how to work out whether information online was true and reliable.

What can we look out for when looking at online profiles to work out whether they're real or fake?

Activity guide



Be Internet Sharp – Activity 3: How do others see us? Page 19 (10 mins)

We're going to have a look at the fictitious characters from Sharp Activity 2 (page 18) through the eyes of different people.

Why might this be important to do?

What's important to each of these people?

What conclusions would they reach about this profile?

Cross out the information that you think your character wouldn't want your group to see or that it would be unwise for them to reveal.

Thinking about online information from different points of view enables us to really think about what the information means and whether it is appropriate to post it online.

Differentiation: If some children find this concept too abstract then they can consider what personal information of theirs (e.g. full name, address, hobbies, pets) would be appropriate to share with the different groups of people.

Be Internet Sharp & Be Internet Alert

Activity guide



Be Internet Sharp – Activity 5: That's not what I meant! Page 22 (20 mins)

This is a lovely activity that enables children to design a t-shirt that represents them, using emojis. It provides discussion about how an individual sees themselves compared to how others see them.

Relate the t-shirt design to branded clothes that children may wear and what these brands may say about them when they are wearing them.

If someone has chosen the mad emoji, is it because they are always angry or they have a mad or crazy personality? It's sometimes easy to misunderstand what someone means just by pictures.

Collect in and randomly display the t-shirts – can the class recognise who the shirts belong to just by the emojis? How easy or difficult is it? Why?

Choose individuals and ask why they have chosen that emoji on their shirt. Do the rest of the class agree or disagree? If they disagree, can they explain why and provide another emoji that suits the person better?

Differentiation: Some children may find it hard to choose emojis that represent them – if this is the case, children can discuss with each other and peers can choose some emojis to suit other pupils.

Be Internet Sharp & Be Internet Alert

Activity guide



Be Internet Alert – Activity 3: Is that really true? Page 44 (15 mins)

This is a media literacy activity that allows pupils to understand that information comes from lots of places. So it's crucial they apply their skills to analyse all types of media. When they get to that point, they're ready to move on to analysing special categories of media, like news or scientific data.

We will follow steps 1 and 2 from the activity:

1. Evaluating sources

If you wanted a recommendation for a great new video game, would you ask an elderly relative (e.g. Grandma)? Or, to ask it another way, is this elderly person likely to be the most credible source for information on video games?

A credible source is one that we can trust to give us accurate and relevant information.

Make a pros/cons list to explain the benefits and drawbacks of asking this elderly relative for video game advice.

Did your list look something like this?

PRO

E.g. Grandma loves me and wants me to be happy. Grandma is pretty good at finding information when she doesn't know the answer herself.

CON

E.g. Grandma doesn't play video games and doesn't know much about them. Grandma doesn't know which games I already have or what types of games I like.

If your list looked like that, you've just used two of the most common tools we have to decide if a source is credible: **motive** and **expertise**.

'Expertise' is a special skill or knowledge about a particular thing; experts have expertise. 'Motive' is someone's intention, the reason they say or do something.

Which of the pros and cons are expertise and motive?

We may also know that Dad is a great cook but is clueless about gardening, our coach knows football but not gymnastics, or that Grandad can fix almost any toy but doesn't know anything about video games. Just because a person is an expert on one thing doesn't make them an expert on everything.

2. Make your own pros and cons list

If this is the first time you have thought about how you use motive and expertise as clues to decide which information sources are credible, you might want to practise some more.

Imagine that you want to know how to be a better football player (or another suitable example). Make pro/con lists for these choices so you can decide if they're credible sources:

- your grandma.
- a blog by a winning secondary school hockey coach.
- the best player on your team.
- a website that sells football boots and gives advice.
- videos that teach football practise techniques.

What do you notice about the strengths and weaknesses of each source?

- Is there one that knows how to teach, but may not be familiar with football skills?
- Is there one that is a football expert but may not know how to teach?
- Is there one whose advice always seems to include buying something from them?
- Is there one that knows football but doesn't know you or which skills you need to work on?

Discuss: Who would be a good source to go to and why do you think so?

Credibility is rarely an all-or-nothing call. Most sources have strengths and weaknesses. That's why the very best answers often come from asking many sources and comparing their answers.

Plenary

(5 mins)

Have an open discussion about what the learning was of the session: to understand that it's actually quite hard to know what someone means just by seeing something drawn (as in the emoji t-shirts) or written without the person being there.

Extension

Pupils can make a classroom display of their emoji t-shirt designs on a wall. Following activity, allow pupils who want to think about choosing a different emoji for the display to have another go.

Lesson materials

Sharp Activity 2: fictitious profile page 18.
Sharp Activity 5: blank t-shirt and emoji grid page 24-25.

Be Internet Secure & Be Internet Kind

Overall aims

This lesson plan highlights the age-appropriate activities within the two pillars: Be Internet Secure and Be Internet Kind.

You will find all the activities within the booklet. Some of these activities have been adapted for this age group. Please see the lesson overviews within the activity booklet for a full description of the overall aims of each pillar.

Pupils will learn to have control over their digital footprint; who to go to if they feel unsafe online and how media online can be misinterpreted.

Objectives Pupils will learn

- ✓ **To create** stronger passwords and know not to share them with friends.
- ✓ **To identify** who they can go to if they need help with something online.
- ✓ **To make** good decisions when choosing how and what to communicate – and whether to communicate at all.
- ✓ **To identify** situations when it's better to wait to communicate face-to-face with a peer than to text them right away.

Outcomes Pupils can

- ✓ **Consider** their digital footprints and be mindful about what they read or post online, knowing that it can be misinterpreted.

Reminder

Please make sure you read the teacher guide to pupil safety before you start any of the activities in this booklet.

Assessment opportunities

- English – adverbs.
- Purpose of passwords.
- Comprehension of information/messages read online.

Timing

This lesson takes approximately 50 minutes, with timings given to allow you to select activities as you feel appropriate to meet the needs of your pupils.

Plenary

Pupils practising interpreting the meaning behind messages.

Be Internet Secure & Be Internet Kind

Baseline activity



(5 mins)

Warm-up pupils by acting out emotions (e.g. delighted, angry, sad, scared). You could walk into the room giving high praise to one pupil but in a contrasting mood – encourage pupils to do the same.

Activity guide



Be Internet Secure – Activity 1: But that wasn't me! Page 66 (10 mins)

Pupils explore the outcomes of sharing their passwords and the impact those actions can have.

Discuss why we have passwords and what we use them for (some children in the class might have passwords for accessing their tablets at home). Why do these things need passwords?

Why should passwords be kept private?

Go through the discussion and activity on page 67 asking children to complete the handout with their responses.

Differentiation: Some pupils may find the abstract concepts of a digital footprint, passwords and social media difficult. If this is the case, work through the handout together as a class and discuss each element as you progress through. It is important to keep it relevant to the children and use something they are all interested in to ensure they get as much from the learning as possible.

Be Internet Secure – Activity 4: Taking care of yourself and others, page 73 (10 mins)

Using the scenarios from Be Internet Sharp Activity 4 on page 20, discuss the following with children:

- What can someone do if they feel unsafe online?
- Who can they tell or go to?
- What might happen when they tell?
- What might happen after that?

Differentiation: You might want to make the scenarios more relatable to pupils if you feel they are not relevant to your cohort of children.

Be Internet Secure & Be Internet Kind

Activity guide



How can I stand up to others online? (15 mins)

1. Ask pupils to make a circle of words describing feelings for a bystander who has witnessed or read unkind behaviour online.
2. In groups, invite pupils to write down on a sticky note one practical suggestion for what the bystander could do to deal with the situation.
3. Make a class graffiti wall of the suggestions and read them out to the pupils. Which ones do they think would be particularly helpful?
4. Ask pupils to devise their own 'Be cool when someone is cruel' online advice checklist for classroom display.

Differentiation: Pupils needing to be challenged could create a rap/poem to share at a school assembly giving advice on how to combat unkind online behaviour. For pupils requiring support, ask them to use the graffiti wall suggestions to compose their own 'Be cool when someone is cruel' advice message or tweet.

Plenary

Be Internet Kind – Activity 4: Mixed messages, page 91 (15 mins)

Pupils interpret the emotions behind text messages to practise thinking critically and avoiding misinterpretation and conflict in online exchanges. This is a great opportunity for some drama and role play!

Model reading out the messages in a range of moods – encourage children to think about what the messages mean in those moods. (E.g. 'CALL ME NOW' with a scared voice/facial expression compared to shouting and being visibly cross).

Give children time to practise reading the different text messages out loud in a range of moods, with corresponding expressions – you might want to list the moods on the board for children to choose from.

Lesson materials

Sharp Activity 4: scenarios page 20.
Secure Activity 4: questions page 73.
Secure Activity 1: worksheet page 66.
Kind Activity 4: text messages page 91

Be Internet Brave - When in Doubt, Discuss

Overall aims

This lesson plan highlights the age-appropriate activities within Be Internet Brave.

You will find all the activities within your curriculum. Some of these activities have been adapted for this age group. Please see the lesson overviews within the activity booklet for a full description of the overall aims of each pillar.

This lesson tackles what to do if pupils witness unkind behaviour online, if they see something upsetting and how to let others know that they don't like what they are seeing.

Objectives

Pupils will learn

- ✓ **How** to identify situations of harassment or bullying online.
- ✓ **How** to evaluate what it means to be a bystander or helper.
- ✓ **Specific** ways to respond to bullying when you see it.
- ✓ **How** to behave if you experience harassment.

Outcomes

Pupils can

- ✓ **Recognise** upsetting content and understand what to do when they encounter it.
- ✓ **Identify** who they can talk to about upsetting content – and how to approach a conversation.
- ✓ **Understand** it's OK to feel scared or sad when you see something upsetting on (or off) a screen.

Reminder

Ensure you are familiar with and are following the school's safeguarding policy in case any pupil shares something which may trigger safeguarding procedures.

Assessment opportunities

- Knowledge of the appropriateness of what children are doing online.
- Strategies that children use when seeing upsetting things online.

Timing

This lesson takes approximately one hour, with timings given to allow you to select activities as you feel appropriate to meet the needs of your pupils.

Plenary

Pupils reflect on how confident they feel after seeing something unkind or upsetting online.

Be Internet Brave – When in Doubt, Discuss

Baseline activity

You'll need pens and sticky notes



(10 mins)

On sticky notes, children write down what they do online. (E.g. watch videos, play online games or chat.)

Stick the notes on the whiteboard/flipchart and use them to guide your teaching and discussion points throughout the lesson.

As the notes are collated and stuck up, discuss how doing these things makes the children feel and if they share these experiences of watching or playing games with anyone.

Activity guide



Be Internet Brave – Activity 1: Upstanders have options, page 101 (15 mins)

Pupils practise identifying the four roles of a bullying incident (the person who bullies, the target of the bullying, the bystander, and the helper, or upstander) and things to do if they witness bullying.

Discuss the importance of being kind – share examples when pupils have been kind or received kindness (e.g. having doors held open, being invited to a friend's house).

Choose a popular figure that children know (this could be a streamer, singer or actor) – discuss how much we know about them. Is it a lot or not much? Why is that? These people are human and need to be treated with kindness and respect.

Sometimes others are unkind and we can choose whether we want to be a bystander or an upstander (helper).

Be Internet Brave – Activity 3.1: Seeing upsetting stuff online, page 108 (15 mins)

This activity explores the highs and potential lows of being online. Discuss with the class what children their age like doing online and how much fun they have when they're online. Go on to discuss the positive feelings they may feel when we're doing these things either alone or with friends and family.

There is, however, a flip side to this as sometimes we may see some upsetting things online. Talk about the feelings that children their age may experience when they see something upsetting.

Work through the activity and ensure you are following your setting's safeguarding procedure for any potential disclosures.

Encourage children to be brave and assertive when practising what to say or do when they see something upsetting online.

Be Internet Brave – When in Doubt, Discuss

Activity guide



Be Internet Brave – Activity 4.1: What to do about mean stuff online, page 112 (15 mins)

Pupils practise what to do the next time they see or hear something upsetting in a video, online game or TV show.

This activity is a development from practising different ways to speak up when pupils see something upsetting online to actually framing what to do and say with a trusted partner – trying different things out and settling on one or two strategies they feel comfortable with.

Pairs work through the six scenarios (at their own time or together as a class) and take turns to practise what to do in each situation.

Lesson materials

Brave Activity 1: scenarios worksheet, pages 103-104.

Brave Activity 3.1: calm music and scenarios, page 109.

Brave Activity 4.1: scenarios, page 113.

Be Internet Brave – When in Doubt, Discuss

Overall aims

This lesson plan highlights the age-appropriate activities within the Be Internet Brave pillar.

You will find all the activities within the booklet. Some of these activities have been adapted for this age group. Please see the lesson overviews within the activity booklet for a full description of the overall aims of each pillar.

Children will know what to do when they encounter something unkind or that makes them feel unsafe online.

Objectives Pupils will learn

- ✓ **How** to recognise that seeking help for oneself or others is a sign of strength.
- ✓ **How** to ‘think out loud’ about situations where talking it out can really help.
- ✓ **About** apps’ and services’ community standards, or terms of service – as well as online tools for reporting abuse.

Outcomes Pupils can

- ✓ **Identify** things online they do not like, know how to tackle them and how to report them.
- ✓ **Talk** about why and when to report the abuse – and the online spaces where they can report to.

Reminder

Ensure you are familiar with and are following the school’s safeguarding policy in case any pupil shares something which may trigger safeguarding procedures.

Assessment opportunities

- Knowledge of the appropriateness of what children are doing online.
- Strategies that children use when seeing upsetting things online.
- Children differentiate between things they see that are unsettling/unkind and when to report them to a trusted adult or online.

Timing

This lesson takes approximately one hour, with timings given to allow you to select activities as you feel appropriate to meet the needs of your pupils.

Be Internet Brave – When in Doubt, Discuss

Baseline activity

You'll need pens and sticky notes



(10 mins)

Recap prior to learning – what does it mean to be brave?

What do we do when we see something unkind online?

How about when we see something we don't like?

Children practise being brave and calling out the behaviours or what they have seen with roleplay.

Activity guide



Be Internet Brave – Activity 5: When to get help, page 117 (20 mins)

One piece of advice that appears consistently throughout these lessons is: if pupils come across something that makes them feel uncomfortable or worse, encourage them to report it – be brave and talk to someone they trust who can help, including you, the headteacher, or their parent.

Children may feel that 'telling on' someone else is not a good thing and has been discouraged in the past. This is not the case when online and we need to be actively encouraging pupils to 'talk it out' when they come across things online that they do not like or makes them feel uncomfortable.

Work through the scenarios in the handout and discuss with children what they would do. This is a great lesson for assessment in all areas of the Be Internet Legends curriculum.

Be Internet Brave – Activity 3.1: Seeing upsetting stuff online, page 108 (15 mins)

Recap this activity from the previous lesson focussing on the 'Let's Talk' section on pages 108-109. Can children come up with any other phrases they can use to refuse an uncomfortable picture or video? Practise saying them to different members of the class.

Be Internet Brave – When in Doubt, Discuss

Activity guide



Be Internet Brave – Activity 6: Report it online too, page 120 (20 mins)

This activity teaches children what else they can do if they come across something upsetting or unkind online by reporting it online.

You will be showing where community guidelines can be found and how to report things on websites that children are familiar with.

Using a school device to demonstrate where to go to report inappropriate content and behaviour in apps, the class considers various types of content, decides whether to report it and talks about why or why not.

This lesson teaches children what to look out for when online if they want to report something – and where the community rules are for a number of familiar websites.

It is also worth informing the children of reporting websites such as CEOP or NSPCC.

Plenary

If you have it, add to the flipchart list from lesson 5 – the key things children can do or say when they see upsetting stuff online. If not, then create a new list with additional things learned in this lesson.

Extension

Children find the community guidelines for their favourite websites and learn how to report things on these websites.

They could make a poster of how to report things on these popular websites to be displayed in the classroom/school.

Lesson materials

Brave Activity 5 handout – scenarios for ages 7-9, page 118.

Brave Activity 6: handout page 121.

Be Internet Sharp - Think Before You Share

Overall aims

This lesson plan highlights the age-appropriate activities within the Be Internet Sharp pillar.

You will find all the activities within the booklet. Some of these activities have been adapted for this age group. Please see the lesson overviews within the activity booklet for a full description of the overall aims of each pillar.

Objectives

Pupils will learn

- ✓ **What** having a positive digital footprint means.
- ✓ **Ways** in which they can start to build a positive digital footprint.

Outcomes

Pupils can

- ✓ **Explain** what it means to have a positive digital footprint, and why this is important.
- ✓ **Explain** things someone can do to build a positive digital footprint.

Reminder

Please make sure you read the teacher guide to pupil safety before you start any of the activities in this booklet.

Timing

This plan could be used for a one-hour lesson, with approximate timings given to allow you to select activities as you feel appropriate to meet the needs of your pupils.

Plenary

Pupils practise interpreting the meaning behind messages.

Baseline activity

You'll need pens and sticky notes



(10 mins)

Write the following on the board: *Your online reputation is anything that appears about you on the internet.*

Then ask, 'How could someone create a positive digital footprint for themselves in order to help protect their online reputation?'

Ask pupils to work in pairs and come up with three suggestions which they write on sticky notes.

Invite pairs to share their responses with their table group. Ask each group to then share with the rest of the class one or two of what they consider to be the most important points about creating a positive digital footprint to maintain their online reputation.

Examples of responses may include: don't post embarrassing photos or videos online, don't write unkind or hurtful comments and posts online, be kind to others, check privacy settings to make sure people can't see all your personal information.

After discussion, reiterate the theme of the lesson: 'Being Internet Sharp means knowing what kind of information to put online to create a positive digital footprint and protect your online reputation.'

Be Internet Sharp – Think Before You Share

Activity guide



Be Internet Sharp – Activity 1: Is it OK to share? Page 15 (10 mins)

In pairs, ask pupils to invent a character around their age. Ask them to draw this character or write the character's name in the middle of a piece of paper, and around the outside, write or draw 'personal' information about this person. Remind pupils that this shouldn't be real information, or about themselves or anyone they know. Examples of information could include things like favourite foods or colours, names of teddies or toys, silly nicknames, number of siblings, the school they attend, etc.

When they have finished, ask pupils to look at each piece of 'personal' information and identify whether it is OK to share that information online or not. What effect might sharing have on the character's online reputation?

If pupils need more support, provide them with a list of a character's 'personal' information (e.g. name, address, photo of a friend, date of birth, password) – we have provided a support worksheet on page 18, although this will be used for the next part of the lesson. Ask them to say or to put a smiley or sad face next to each aspect to indicate if it is OK to share this information online or not. If pupils need more of a challenge, ask them to create two social media profiles of their character: one with personal information that would create a negative digital footprint, and one which would create a positive digital footprint.

Be Internet Sharp – Activity 2: Whose profile is this, anyway? Page 16 (10 mins)

Pupils study a collection of online personal information about three fictitious characters to see what it tells them about each one. Ask pupils to list at least two pieces of personal information they have obtained by reading each character's profile.

On a scale of 1-10, how would they rate their character's digital footprint in terms of risk, both now and in the future?

Discussion: How much can we find out about someone just from what they post online, even if we don't know them?

Differentiation: Pupils who need more support could use highlighter pens to underline the personal information on their sheet instead of writing it out. Pupils who need a challenge could write or prepare to present to the group a short 'future forecast' outlining the possible impact of the information that has been shared on their character's future life.

Be Internet Sharp – Activity 3: How do others see us? Page 19 (20 mins)

Please note: this requires the completion of Activity 2 first.

Recap with pupils the possible consequences of their characters sharing more information than they intended to online.

Pupils consider the viewpoints of how other people might view the characters' profiles.

Be Internet Sharp – Think Before You Share

Activity guide



Be Internet Sharp – Activity 4: Keeping it private, page 20 (10 mins)

Invite pupils to work in groups in order to review the three written privacy scenarios.

Ask each group to discuss and agree upon the best privacy solution for each character.

Pictures have been provided of each scenario for pupils who need more support. For each scenario ask: 'Is this OK to share?' For pupils who need a challenge, ask how each scenario could damage someone's online reputation, both now and in the future, and how it might leave a negative digital footprint.

Additional activity:

Be Internet Sharp – Activity 7: Mindful Mountain, page 28 (20 mins)

An online game navigating the world of online privacy. This is followed by the discussion questions in the activity section of the booklet.

Plenary

3-2-1 (5 mins)

Ask pupils to spend a few minutes reflecting on the activities in the lesson and ask them to write down or draw the following:

3. Three ways in which they can create a positive digital footprint.
2. Two ways in which someone can ask for help if they regret posting something online.
1. One question they have – they should be given the opportunity to provide this anonymously.

Extension

Ask pupils to design a Be Internet Sharp advice leaflet or poster based on what they have learned in the activities. They could take this home to their parents to teach them what it means to Be Internet Sharp with tips on how they can achieve this.

Lesson materials

Sharp activity 2: range of fictitious personal data sources, page 16.

Sharp activity 2: fictitious profiles on page 18.

Sharp activity 4: scenarios on page 20-21.

Be Internet Alert – Check it's For Real

Overall aims

This lesson plan highlights the age-appropriate activities within the Be Internet Alert pillar.

You will find all the activities within the booklet. Some of these activities have been adapted for this age group. Please see the lesson overviews for a full description of the overall aims of each pillar.

Objectives

Pupils will learn

- ✓ **How** to be a critical consumer while online.
- ✓ **About** different online scams, including what 'phishing' means.

Outcomes

Pupils can

- ✓ **Describe** ways to critically evaluate what we see on social media.
- ✓ **Explain** how social media can mislead or misrepresent reality.
- ✓ **Identify** different types of online scams people our age may experience, including 'phishing'.
- ✓ **Identify** sources of support for someone who is worried about anything online.

Reminder

Please make sure you read the teacher guide to pupil safety before you start any of the activities in this booklet.

Timing

This plan could be used for a one-hour lesson, with approximate timings given to allow you to select activities as you feel appropriate to meet the needs of your pupils.

Baseline activity

You'll need traffic light cards



(10 mins)

Ask pupils to hold up traffic light cards to show how confident they feel about understanding what is true or fake online (red – not at all confident, amber – quite confident, green – very confident).

Write the following question on the board: *'How can you tell if something you see or read on the internet is fake or unreliable?'*

Think, pair, and share.

Ask pupils to take one minute to think for themselves and then a few minutes to discuss in pairs. Then spend five minutes discussing as a class and write down what the pupils come up with. Examples may include:

- Pop-ups you didn't click on appear asking for passwords and personal information.
- Weird photos on social media.
- Emails from strange addresses telling you that you've won a prize.

Be Internet Alert – Check it's For Real

Activity guide



Be Internet Alert – Activity 1: Don't bite that phishing hook! Page 32 (15 mins)

Divide the class into groups and give each group the examples of messages and websites from the resources on pages 35-37. Pupils decide which are real and reliable and which are fake and untrustworthy, giving reasons why.

For pupils who need more support, use the (real/fake) clue cards (you will need to print duplicate copies of these) and ask them to match each card against the scenario they think it belongs to. Discuss the clues with them to ensure that they understand why the messages could be examples of scams or phishing. For pupils who need a challenge, ask them to write their own 'Look out for Phishing!' top five clues checklist.

Be Internet Alert – Activity 2: Who are you, really? Page 38 (20 mins)

1. Each group picks a scenario from a container. One person in each group reads it aloud.
2. The group discusses possible responses to the message (and decides on three to six different options).
3. The group decides on which would be the best option and discusses why they think this.
4. Each group is given the corresponding 'cheat sheet' to match their scenario. They discuss whether they agree with it, and compare it to their group responses.
5. Class feedback – display each scenario on the whiteboard. Each group explains what they decided was the best response and why – the class decides if they agree.

Differentiation: You could give pupils requiring additional support the differentiated list of scenarios and ask them to give reasons why they think the statements are unreliable (fake). For pupils who need more challenge, invite them to create their own advice tips for younger pupils.

Additional activity:

Be Internet Alert – Activity 7: Interland: Reality River, page 62 (20 mins)

Pupils play the online computer game followed by a discussion using the questions in the activity booklet.

Be Internet Alert – Check it's For Real

Plenary

You'll need traffic light cards

(5 mins)

Ask pupils to write down one thing they could teach someone else about how to be Internet Alert.

Examples might include:

- I'm going to tell my teenage brother to watch out for emails from an unknown sender telling him he has won an iPad, as it's probably too good to be true.
- If you come across a phishing email you should always report it.

Ask pupils to hold up traffic light cards to show how confident they now feel about how to be Internet Alert and critical of what they come across online (red – not at all confident, amber – quite confident, green – very confident).

Compare results with the start of the lesson to measure progress.

Extension

Ask pupils to compose a message or tweet for the school website informing their parents of the meaning of 'Internet Alert'. Ideas of what to include could be:

- What the keywords mean.
- Clues to look out for that something online may not be all it appears.
- How and where to get support if someone is worried about anything they see online.

Lesson materials

Alert, activity 1: resource sheets pages 35-37.

Alert, activity 2: scenarios page 40.

Be Internet Secure - Protect Your Stuff

Overall aims

This lesson plan highlights the age-appropriate activities within the Be Internet Secure pillar.

You will find all the activities within the booklet. Some of these activities have been adapted for this age group. Please see the lesson overviews within the activity booklet for a full description of the overall aims of each pillar.

Objectives

Pupils will learn

- ✓ **Ways** to develop safer habits online, including the importance of protecting personal information.
- ✓ **How** to respect online privacy boundaries for themselves and others.
- ✓ **Ways** to seek or ask for help if they or others feel unsafe online.

Outcomes

Pupils can

- ✓ **Explain** why it is important to keep personal information private online.
- ✓ **Describe** ways to keep personal information private online by using safety tools and privacy settings.
- ✓ **Describe** how to find and ask for help if someone feels unsafe online.

Reminder

Please make sure you read the teacher guide to pupil safety before you start any of the activities in this booklet.

Timing

This plan could be used for a one-hour lesson, with approximate timings given to allow you to select activities as you feel appropriate to meet the needs of your pupils.

Be Internet Secure – Protect Your Stuff

Baseline activity

You'll need traffic light cards



(10 mins)

Protecting my personal information online: how confident am I?

Ask pupils to draw a scale from 1-10. 1 representing 'not at all confident', all the way to 10, representing 'very confident'.

Invite them to mark on their scale how confident they feel in terms of their knowledge and understanding of protecting their own personal information online.

Ask pupils to close their eyes and to put up their hand when you call out where they have rated themselves, 1-3, 4-7, 8-10. This will be revisited at the end of the lesson.

Ask pupils to discuss in table groups why it is important to protect personal information and to write as many reasons as they can on separate sticky notes. Invite one or two pupils from each table to bring up their sticky note ideas and place them on a flipchart/display board. Summarise and share what pupils have written on their sticky notes.

Possible answers: people may access your home address, phone number, see photos, messages and emails that you don't want to be made public, etc.

Extension:

Ask pupils, which privacy settings are available to use to keep safer online? Examples could include secure passwords, privacy settings on social media, two-step login process.

Activity guide



Be Internet Secure – Activity 2: How to build a strong password, page 69 (10 mins)

Remind pupils that one of the ways that can help to ensure personal information is safe online is to use a 'strong' password.

Ask them to define what they think are the features of a 'strong' password (mix of upper and lowercase letters, symbols, numbers for letters, etc.)

Divide the class into teams of two pupils.

Each team has 60 seconds to come up with what they think is a 'strong' password.

Ask two teams at a time to write their 'strong' passwords on the board.

Invite the class to vote on which passwords they think are 'strong'. Pupils could also come up with examples of weak passwords and what makes them weak.

Differentiation activities: Pupils needing support could be given some examples of weak passwords and asked how they could improve them (e.g 'password' 'school' 'their name'). Pupils needing to be challenged could create a 'Dos and Don'ts' checklist on how to write a strong password and give clues to what a weak password would be.

Be Internet Secure – Protect Your Stuff

Activity guide



Be Internet Secure – Activity 3: Shh... Keep it to yourself! Page 72 (15 mins)

Choose a school device to demonstrate where pupils can locate privacy settings. This can be undertaken on the teacher's class computer and demonstrated via the class whiteboard, via pupils' own school tablets or in the place in school where laptops are located for lessons in computing.

Ask pupils if they have heard of the two-step verification process and explain how it works. When you log into an account, it will be a two-step process, i.e. entering a password and another piece of memorable data about you.

Demonstrate going into 'My Account' or 'Settings' to explore privacy and security settings and show how privacy can be protected in this way.

Ask pupils to compose a short slogan which helps them to remember the key advice.

Differentiation activities: Pupils needing support should be given a one-to-one explanation of the demonstration and could create a 'Shh... Keep it to yourself!' cartoon giving key advice. This could be shared on the school website.

Pupils needing to be challenged could create a 'Shh... Keep it to yourself!' rule to be shared in assembly. This could take the form of a mnemonic/acrostic poem or rap.

Be Internet Secure – Activity 4: Taking care of yourself and others, page 73 (10 mins)

This activity revisits the scenarios in Sharp, Activity 4 (Keeping it Private) page 20, this time focusing on help-seeking.

Give out the three scenarios/dilemmas from Lesson 1, Activity 4 to pupils to be discussed in their table groups.

Key questions to answer are:

1. What can the person do if they feel unsafe online?
2. Who can they tell or go to?
3. What might happen when they tell?
4. What might happen after that?

Ask each group to share their responses with the rest of the class.

Differentiation activities: Ask pupils who need support to discuss the scenarios with you, the teacher, or another adult, focusing on what the person could do if they feel unsafe online and whom they tell in school and outside of school in each case. Ask those that need more challenge to design a 'who to go to' flyer or poster for display in the classroom.

Be Internet Secure – Protect Your Stuff

Activity guide



Additional activity:

Be Internet Secure – Activity 5: Tower of Treasure, page 74 (10 mins)

An online game where pupils are asked to build an 'untouchable' password and secure made-up 'private' information on the game.

Discuss with pupils: 'How would you find and ask for help if you felt unsafe online?'

Possible answers: reporting, blocking, speaking to a teacher, parent, friend, sibling..

Plenary

(5 mins)

Invite pupils to revisit the scales they filled in at the beginning of the lesson. Where would they rate their confidence levels now?

Extension

Ask pupils to make a poster with top tips on how to stay secure online that can be shared with their parents and siblings. This may include tips on how to create a strong password, what to do if they receive messages from people they don't know and how to manage their privacy settings on an app of their choosing. These could also form part of a display in the classroom or elsewhere at school.

Lesson materials

Secure, Activity 2: 'Guidelines for creating strong passwords' sheet page 71

Sharp, Activity 4: scenarios on page 20

Be Internet Kind - Respect Each Other

Overall aims

This lesson plan highlights the age-appropriate activities within the Be Internet Kind pillar.

You will find all the activities within the booklet. Some of these activities have been adapted for this age group. Please see the lesson overviews within the activity booklet for a full description of the overall aims of each pillar.

Objectives

Pupils will learn

- ✓ **How** to develop respectful, empathetic and healthy online relationships.
- ✓ **Ways** to manage and respond in a healthy and safe way to hurtful online behaviour.

Outcomes

Pupils can

- ✓ **Demonstrate** ways to build positive and healthy online relationships and friendships.
- ✓ **Describe** strategies they can use to respond to hurtful online behaviour, in ways that keep them safer and more healthy.
- ✓ **Identify** sources of support that can help friends and peers if they are experiencing hurtful behaviour online.

Baseline activity



(10 mins)

Be someone who stands up for others.

Ask pupils to draw someone who treats others kindly when they are online. Around the outside, ask pupils to draw or write what this person is thinking, saying and doing to demonstrate kindness. Remind pupils about extending real-life behaviour into online behaviour (e.g. 'Don't say things online that you wouldn't say to someone face-to-face').

Ask table groups to share what they have thought and written about. Invite each table group to feedback on one key factor that they felt was most important. Ask pupils to consider:

- Why does kindness matter online?
- What can we do if someone is being hurtful and unkind?

Emphasise how it is important to stand up for others, in order to reduce negative and unkind messages online.

Possible answers might include: kindness online matters because being unkind could hurt someone in the same way as it does face-to-face; if someone is being unkind you can report/block/tell a trusted adult.

Reminder

Please make sure you read the teacher guide to pupil safety before you start any of the activities in this booklet.

Timing

This plan could be used for a one-hour lesson, with approximate timings given to allow you to select activities as you feel appropriate to meet the needs of your pupils.

Be Internet Kind - Respect Each Other

Activity guide



Be Internet Kind – Activity 1.2: Practising empathy, page 82 (15 mins)

1. Ask pupils to make a circle of words describing feelings for a bystander who has witnessed or read about unkind behaviour online.
2. In table groups, invite pupils to write down on a sticky note one practical suggestion for what the bystander could do to deal with the situation.
3. Make a class graffiti wall of the suggestions and read them out to the pupils. Which ones do they think would be particularly helpful?
4. Ask pupils to devise their own 'Be cool when someone is cruel' online advice checklist for classroom display.

Extension: Pupils needing to be challenged could create a rap/poem to share at a school assembly giving advice on how to combat unkind online behaviour.

Pupils requiring support: Using the graffiti wall suggestions, ask pupils to compose their own 'Be cool when someone is cruel' advice message or tweet.

Be Internet Kind – Activity 2.2: Ways to show kindness, page 87 (20 mins)

A 3-step activity to learn how to reframe negative comments into more positive ones.

1. Ask pupils to read the negative online comments listed on their worksheet.
2. Show the pupils how the first negative comment could be reframed so that it might be more positive/less hurtful to the recipient.
3. Invite pupils to work in pairs in order to reframe the rest of the negative comments into more positive ones.

Differentiation activities: Ask pupils requiring support to say or list against each online comment how the person receiving it could respond (e.g. tell an adult in school, report it to CEOP, etc).

Pupils needing to be challenged could read through the negative comments on the worksheet and consider how the recipient might be feeling (e.g. sad, angry, upset).

Ask them to list the actions they would undertake in response to each situation.

Be Internet Kind – Respect Each Other

Activity guide



Be Internet Kind – Activity 4: Mixed messages, page 91 (5 mins)

Invite pupils to consider examples of text messages on the board and ask for volunteers to read out the texts in different tones (angry, sarcastic, friendly) to show that they are difficult to interpret and meanings can be confusing. Ask pupils to consider:

- What do they mean?
- How might the recipient interpret them?
- How could they be better communicated/phrased?

Class discussion: Ask pupils to consider how some celebrities sometimes behave unkindly towards others when they are using social media. Remind them that this kind of behaviour does not present a good role model for others and only perpetuates that it is OK to be unkind online.

As a class, they now know how to stand up for others and how to respond to unkind or unhealthy behaviour online.

Remind pupils that how they treat each other online will have a big impact on each other and on the digital world. It is in their power to build an internet that is a kind and positive place to communicate and be heard.

Pupils requiring support could be given a large selection of emojis that they will need to use to help them be kind online. Pupils needing to be challenged could prepare a short blog on how to be kind online for a publication on the school website.

Additional activity:

Be Internet Kind – Activity 6: Interland, Kind Kingdom, page 97 (20 mins)

Open a web browser on a desktop or mobile device (e.g. tablet), visit g.co/interland and navigate to the land called Kind Kingdom. This is followed by the discussion questions in the activity section of the booklet.

Be Internet Kind - Respect Each Other

Plenary

(5 mins)

Revisit the template they filled out at the start of the lesson. Ask pupils to write around the template with any additional ideas and thoughts they have about how to be kind online. Invite table groups to feedback three key skills that they think they would now use to respond to negative online behaviour.

Extension

Ask pupils to design a social media post with top tips for 'How can I stand up to others online?'. One post could be chosen to share on the school social media or in the school newsletter for parents and other pupils. This could include:

- Reporting mean or bullying behaviour.
- Not passing on hurtful messages.
- Setting a good example by being friendly and kind to others.
- Not encouraging nasty behaviour by 'liking' mean posts online.

Lesson materials

Kind, Activity 1.2: 'Practising empathy' sheet page 83

Kind, Activity 2.2: 'Ways to show kindness' sheet page 88

Kind, Activity 4: example text messages page 91

Be Internet Brave - When in Doubt, Discuss

Overall aims

This lesson plan highlights the age-appropriate activities within the Be Internet Brave pillar.

Children will know what to do when they encounter something unkind or that makes them feel unsafe online.

You will find all the activities within the booklet. Some of these activities have been adapted for this age group. Please see the lesson overviews within the activity booklet for a full description of the overall aims of each pillar.

Objectives

Pupils will learn

- ✓ **Specific** ways to respond to bullying when you see it.
- ✓ **How** to behave if you experience harassment.
- ✓ **Different** ways to step in and be a helper in a specific situation.
- ✓ **How** to recognise upsetting content and strategies for refusing it.
- ✓ **Strategies** for upsetting content, including reporting to an adult.

Outcomes

Pupils can

- ✓ **Identify** situations of harassment or bullying online and evaluate what it means to be a bystander or helper.
- ✓ **Respond** using different options that feel safer and more appropriate.
- ✓ **Explain** what to do or say when they see upsetting stuff online – and understand they can refuse to watch or engage with it.

Reminder

Ensure you are familiar with and are following the school's safeguarding policy in case any pupil shares something which may trigger safeguarding procedures.

Assessment opportunities

- Knowledge of the appropriateness of what children are doing online.
- Strategies that children use when seeing upsetting things online.

Timing

This lesson takes approximately one hour, with timings given to allow you to select activities as you feel appropriate to meet the needs of your pupils.

Baseline activity



(10 mins)

Find out from pupils what they would do if they saw someone being unkind to someone else e.g. at a local park.

- What would they do if this was happening online?
- What would they do?
- Who would they speak to?
- Is there a difference between what they would do in person or online? Why?

Be Internet Brave – When in Doubt, Discuss

Activity guide



Be Internet Brave – Activity 1: Upstanders have options, page 101 (15 mins)

Pupils practise identifying the four roles of a bullying incident (the person who bullies, the target of the bullying, the bystander, and the helper, or upstander) and things to do if they witness bullying.

Discuss the importance of being kind – share examples when pupils have been kind or received kindness (e.g. having doors held open, being invited to a friend's house).

Choose a popular figure that children know (this could be a streamer, singer or actor.). Discuss how much we know about them. Is it a lot or not much? Why is that? These people are human and need to be treated with kindness and respect.

Sometimes others are unkind and we can choose whether we want to be a bystander or an upstander (helper).

Complete the activity on pages 103-104.

Be Internet Brave Activity 2: Upstander Options, page 105 (15 mins)

Often children want to help out a target of bullying but don't know what to do.

This activity shows them that they have choices, offers examples, and gives them an opportunity to create positive responses of their own in their own way. Groups work through some scenarios and discuss how they would feel comfortable responding.

Pupils role-play being an upstander and decide whether they want to be a 'public supporter' or 'private supporter' in response to three different scenarios from page 107.

Be Internet Brave – When in Doubt, Discuss

Activity guide



Be Internet Brave – Activity 3.2: Seeing upsetting stuff, page 110 (15 mins)

Pupils learn to identify inappropriate online content and strategies for refusing it. Pupils also learn about reporting any content that suggests someone has or is about to hurt themselves or others.

Pupils share things that they have seen online and, if willing, use these as discussion points in the lesson and talk about what the options are for dealing with such things. Emphasise that there are options – there is not one single way to deal with it but it is down to the individual to feel brave and choose the way that suits them best.

Complete the activity with pupils moving around the room choosing 'refuse' or 'report' following different scenarios being read out from page 111.

Plenary

(10 mins)

Make notes on flipchart paper that can be displayed in your classroom, of the key things children can do or say when they see upsetting stuff online.

Extension

Pupils make a checklist of the things they would say or do when they see something upsetting online.

Lesson materials

Brave, Activity 1: From bystanders to upstanders sheet page 103-104
Brave, Activity 2: Upstander options sheet page 107
Brave, Activity 3.2: scenarios, page 111

Be Internet Brave - When in Doubt, Discuss

Overall aims

This lesson plan highlights the age-appropriate activities within the Be Internet Brave pillar.

Children will know what to do when they encounter something unkind or that makes them feel unsafe online.

You will find all the activities within the booklet. Some of these activities have been adapted for this age group. Please see the lesson overviews within the activity booklet for a full description of the overall aims of each pillar.

Objectives

Pupils will learn

- ✓ **How** mean behaviour online can lead to conflicts at school.
- ✓ **How** to identify ways to avoid escalating conflicts online.
- ✓ **That** seeking help for oneself or others is a sign of strength.
- ✓ **To think** out loud together about situations where talking it out can really help.
- ✓ **To know** about apps' and services' community standards, or terms of service.
- ✓ **Be aware** of online tools for reporting abuse.
- ✓ **To consider** when to use them.
- ✓ **To talk** about why and when to report the abuse.

Outcomes

Pupils can

- ✓ **Be brave** when identifying things online they do not like, knowing how to tackle them and how to report them.

Reminder

Ensure you are familiar with and are following the school's safeguarding policy in case any pupil shares something which may trigger safeguarding procedures.

Assessment opportunities

- Knowledge of the appropriateness of what children are doing online.
- Strategies that children use when seeing upsetting things online.
- Children differentiate between things they see that are unsettling/ unkind and when to report them to a trusted adult or online.

Timing

This lesson takes approximately one hour, with timings given to allow you to select activities as you feel appropriate to meet the needs of your pupils.

Baseline activity



(5 mins)

Recap prior learning – what does it mean to be brave? What do we do when we see something unkind online? How about when we see something we don't like?

Children practise being brave and calling out the behaviours or what they have seen with role play.

Be Internet Brave – When in Doubt, Discuss

Activity guide



Be Internet Brave - Activity 4.2: Handling mean stuff online, page 114 (15 mins)

Pupils learn that behaviour, kind or mean, is just behaviour – whether online or offline. They explore ways to handle the mean kind so they can avoid contributing to the drama and escalating conflict.

People can get into conflicts online for a lot of different reasons. We can avoid a lot of nastiness just by trying to show kindness to others – or just not getting involved. Sometimes it continues from something that happened at school. Other times, though, people just say or do mean things out of the blue.

Discuss what happens to our bodies when we feel angry or upset and what strategies we use to overcome them.

In groups, pupils work together to complete the worksheet on page 116 to come up with a situation they may come across where someone is being mean online (e.g. in-game chat). This sheet is then swapped with another group and they have to respond to a new situation, considering how and why they would respond in a certain way.

Be Internet Brave – Activity 5: When to get help, page 117 (15 mins)

One piece of advice that appears consistently throughout these lessons is: if pupils come across something that makes them feel uncomfortable or worse, encourage them to report it – be brave and talk to an adult they trust who can help, including you, the headteacher, or a parent.

Children may feel that ‘telling’ on someone else is not a good thing and has been discouraged in the past. This is not the case when online and we need to be actively encouraging pupils to ‘talk it out’ when they come across things online that they do not like or makes them feel uncomfortable.

Work through the scenarios in the handout and discuss with children what they would do. This is a great lesson for assessment in all areas of the Be Internet Legends curriculum.

Be Internet Brave – When in Doubt, Discuss

Activity guide



Be Internet Brave – Activity 6: Report it online too, page 120 (20 mins)

This activity teaches children what else they can do if they come across something upsetting or unkind online by reporting online.

You will be showing where community guidelines can be found and how to report things on websites that children are familiar with.

Using a school device to demonstrate where to go to report inappropriate content and behaviour in apps, the class considers various types of content, decides whether to report it and talks about why or why not.

This lesson teaches children what to look out for when online if they want to report something online – it shows children where the community rules are for a number of familiar websites. It is also worth informing the children of websites such as CEOP or NSPCC.

Plenary

(10 mins)

Using flipchart paper, jot down ideas from the class on the key things they can do or say when they see upsetting stuff online.

Extension

Children find the community guidelines for their favourite websites and learn how to report things on these websites.

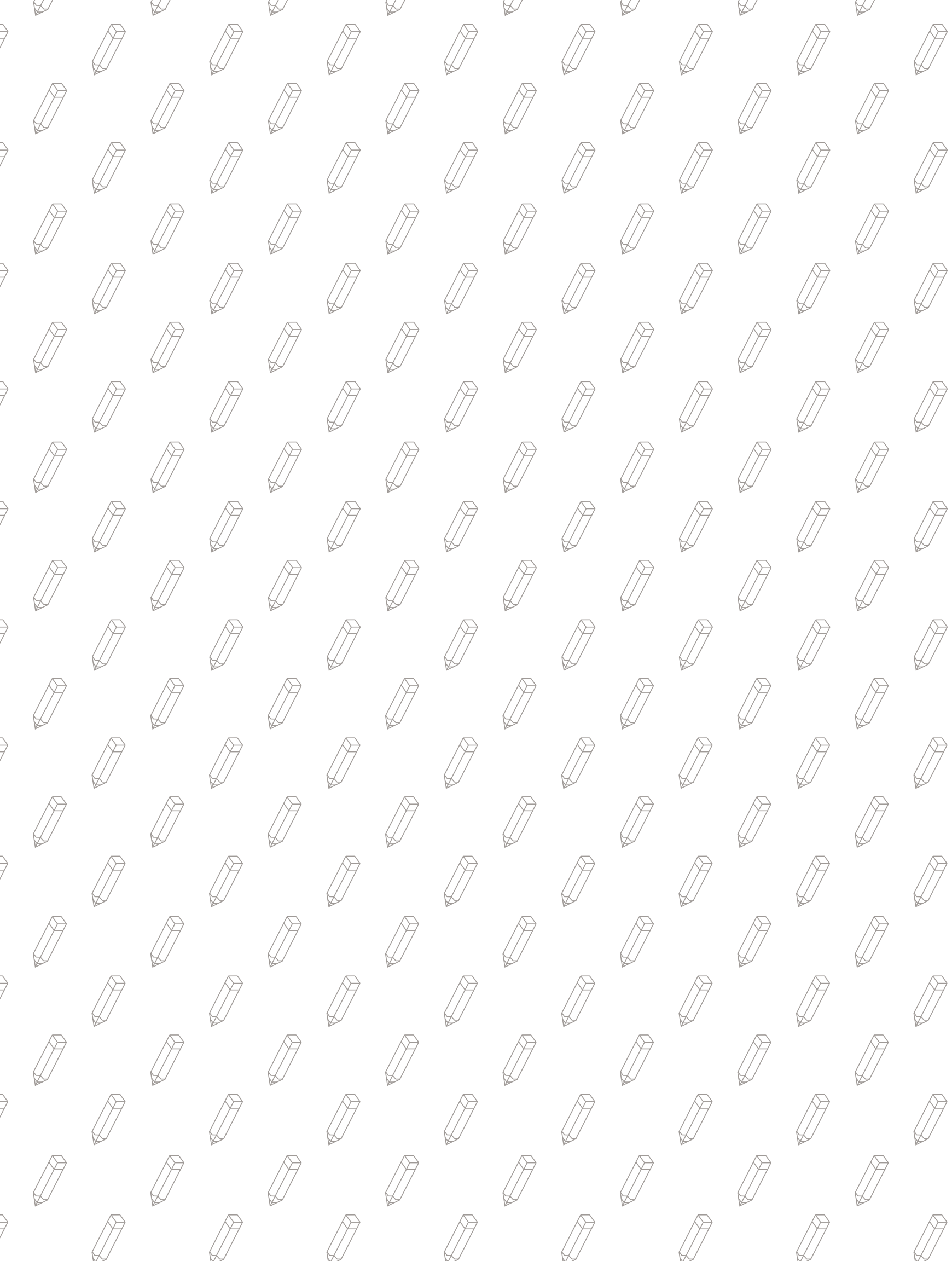
They could make a poster of how to report things on these popular websites to be displayed in the classroom/around the school.

Lesson materials

Brave Activity 4.2 Handout: Handling mean behaviour online, page 116

Brave Activity 5 Handout: scenarios for ages 9-11, page 119

Brave Activity 6 Worksheet: Report it online too, page 121



Be Internet Legends

Pledge & certificate



You're an Internet Legend

IS AWARDED INTERNET LEGENDARY STATUS

You have proven to be:

Sharp: You understand how to share with those you know and those you don't.

Alert: You know how to tell the difference between the real and the fake.

Secure: You create powerful passwords to safeguard important information.

Kind: You positively impact others with kindness and disempower bullying behaviour.

Brave: You know the importance of openly communicating with trusted adults about online activity.

You are now a safer, more confident explorer of the online world.

DATE

SIGNATURE

Google

g.co/BeInternetLegends



Be Internet Legends.

Being an Internet Legend means being Sharp, Alert, Secure, Kind and Brave. To demonstrate these qualities, I plan to stick to the following guidelines:



Think Before You Share

I will thoughtfully consider what I share and with whom, and keep extra-sensitive information to myself (e.g. home address, current location, other people's business).



Check it's For Real

I will watch out for phishing and scams, and report questionable activity every time.



Protect Your Stuff

I will take responsibility for protecting important information by crafting strong and unique passwords with characters, numbers, and symbols.



Respect Each Other

I will spread positivity and use the skills I have learned to block and report negative behaviours.



When in Doubt, Discuss

I will use my voice when I notice inappropriate behaviour and seek out a trusted adult to discuss situations that make me uncomfortable. Because that's what it takes to be a safer, more confident explorer of the online world.

Signed,









g.co/BeInternetLegends

