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Be Internet Kind: Pillar 4

Respect Each Other

Be Internet Legends

Activity pack

Welcome to your Be Internet Legends Kind pack

In this pack, you will find a range of activities that will teach pupils to Respect Each Other when they're online.

The activities teach pupils to recognise and manage negative online behaviours, such as mean comments or misinterpreting shared content.

Two of the activities have a Media Literacy focus, teaching children how to turn negative interactions into positive ones and to practise critical thinking to avoid conflict and misinterpretation online.

Six of the activities have a Social and Emotional Literacy focus, teaching children about empathy and ways to show kindness online when interacting with others.

Getting Started

On the next page, you will find an in-depth guide to teaching these activities – including objectives, outcomes, assessment opportunities and plenary.

You will also find a vocabulary sheet, containing definitions of the words and phrases used in the activities.

You can use this pack alongside the curriculum lesson plans, which you can download separately.

If you have any questions, email **legends@parentzone.org.uk**.

Be Internet Kind: Pillar 4

Respect Each Other

The power of online positivity

Detailed lesson plans

Ages 7-9: Lesson 2, Lesson 4
Ages 9-11: Lesson 11

Pillar summary

Overall aims

Learning to convey kindness and empathy online – including in an AI-connected world – 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 pack 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 in an AI world.
- ✓ **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.

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.

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

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.

Be Internet Kind: Activity 1.1

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' (one per group)
- Handout: 'Common feeling words'

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 →

Worksheet: Activity 1.1

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?

Continued on the next page →

Worksheet: Activity 1.1

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?

Continued on the next page →

Handout: Activity 1.1

Common feeling words

Happy

Frustrated

Sad

Worried

Surprised

Disappointed

Scared

Excited

Angry

Calm

Continued on the next page →

Be Internet Kind: Activity 1.2

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' (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.

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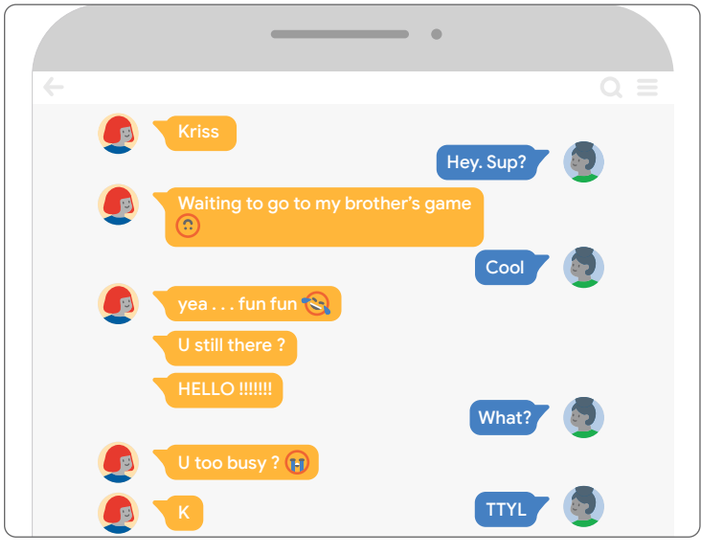
Worksheet: Activity 1.2

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?

Be Internet Kind: Activity 2.1

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'
- 'Your Kindness-gram'

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?!

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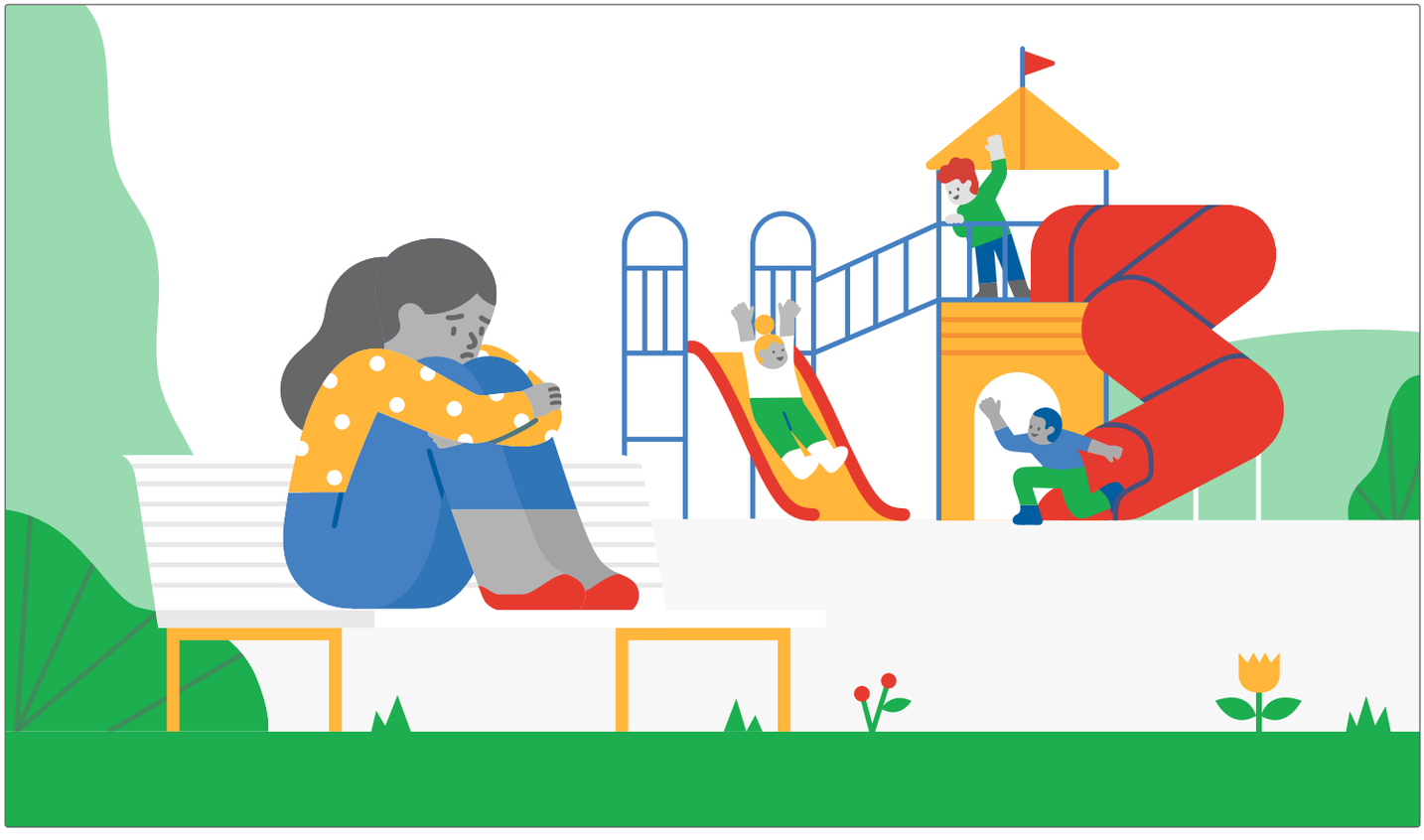
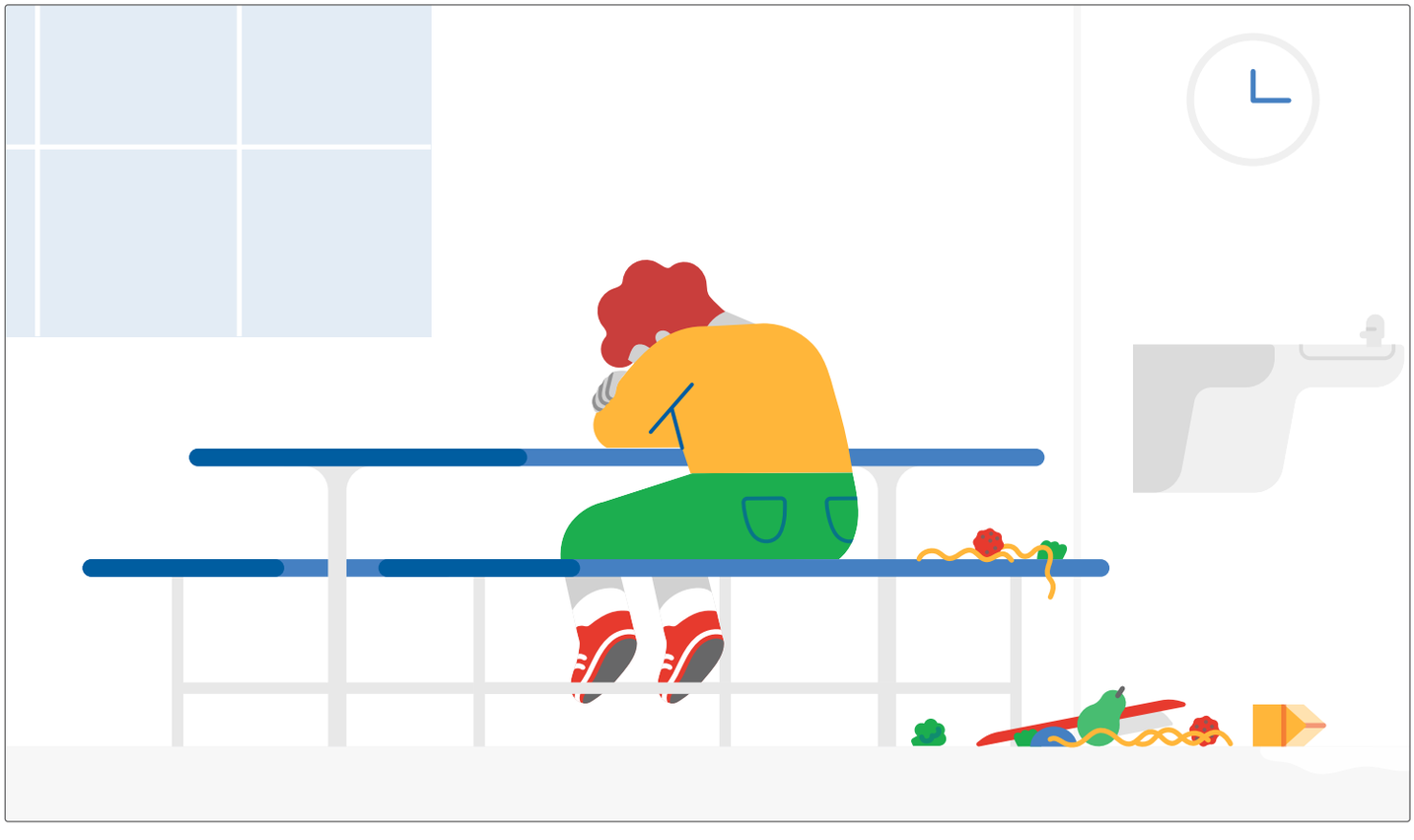
Worksheet: Activity 2.1

Empathy at school





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Worksheet: Activity 2.1

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.

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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' (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.

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Worksheet: Activity 2.2

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 custom gaming avatar your friend designed using an AI picture tool and posted online.

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 _____

_____

_____

Be Internet Kind: Activity 3

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
- 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.

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Worksheet: Activity 3

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.

Be Internet Kind: Activity 5

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'
- Handout: 'How words can change a picture'

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.

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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.

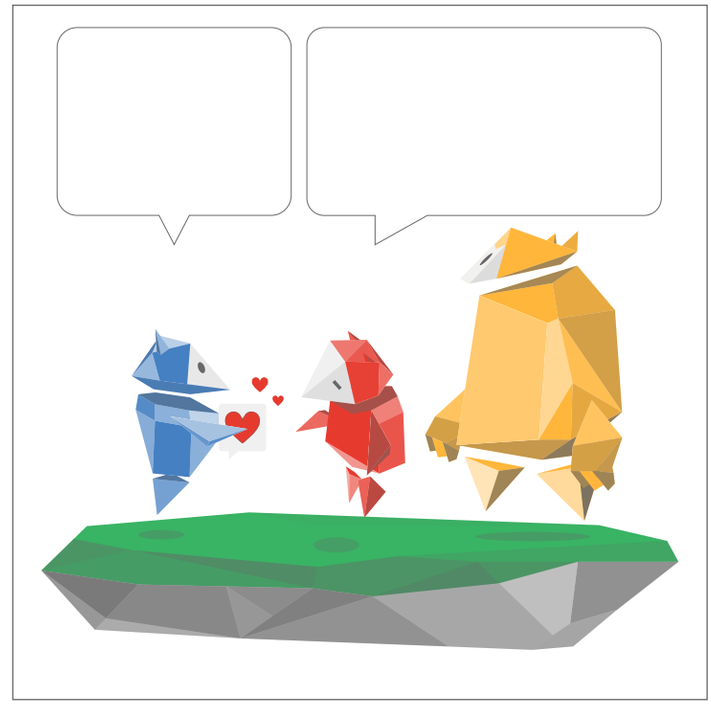
Summary

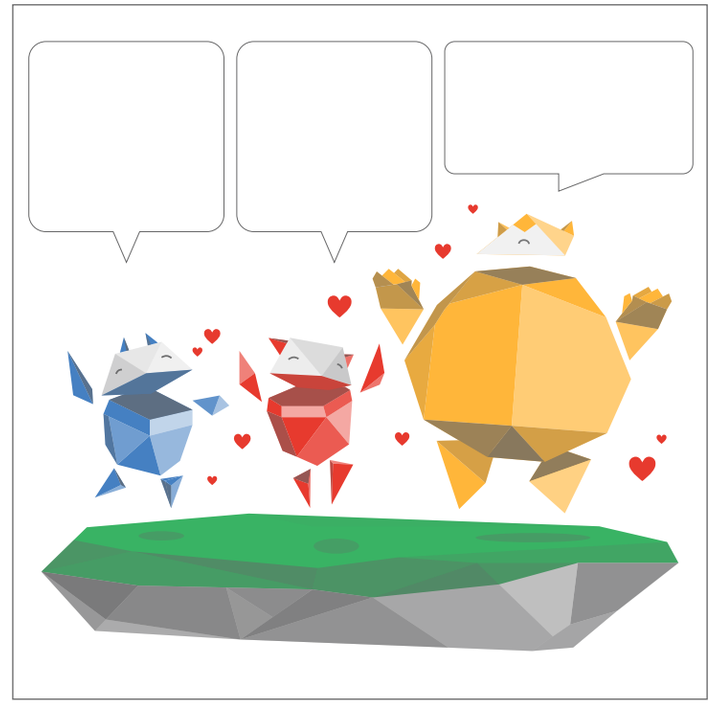
Captions can change what we think, and feel, about a picture and the messages we think we're getting. It's good to think or pause before posting pictures with captions to consider how the whole thing might make others feel. And before accepting pictures and captions that others post, ask, 'Who posted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

Continued on the next page →

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'?





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Handout: Activity 5

Sports images

Awesome!

Show Off!

Awesome!

Show Off!

Continued on the next page →

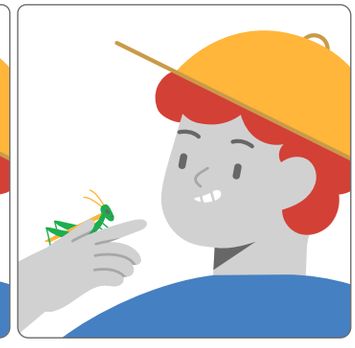
Handout: Activity 5

How words can change a picture

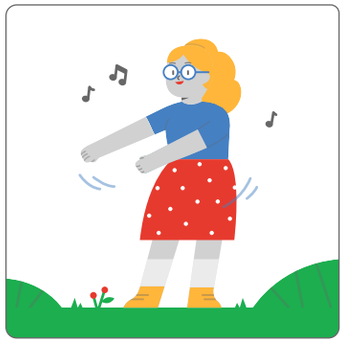
Original artwork wins first place.

Hot Mess.

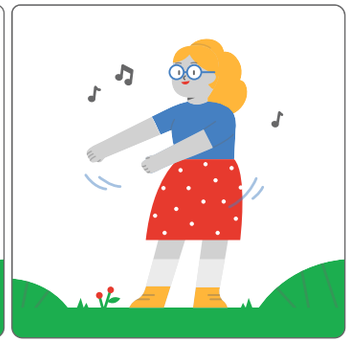
I discovered a new species in the world!



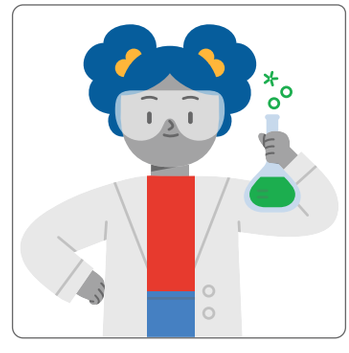
Mmm Dinner!



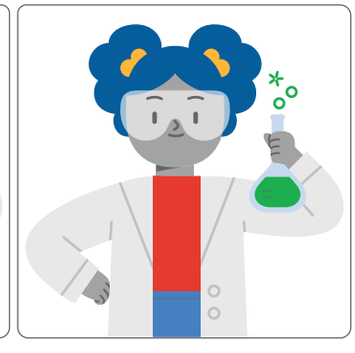
Nailed it!



Awkward - not even close!

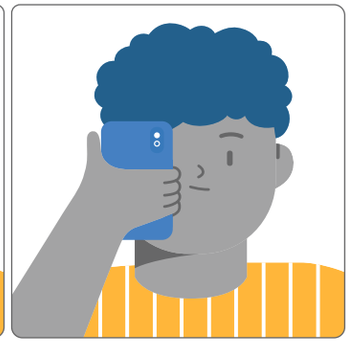


Youngest scientist in the world!

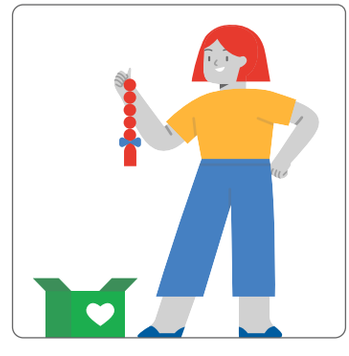


Nerding out. #lame

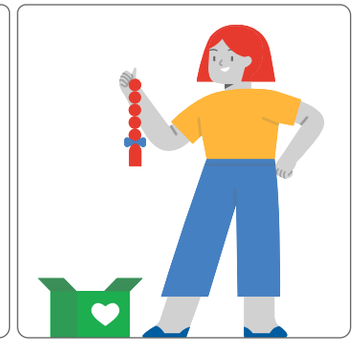
Finally, my own phone!



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?

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