

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 the Sharp and Alert activity packs. 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.

If you're teaching both age groups, vary the activities you choose.

Objectives

Pupils will learn

- ✓ **How** to 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.
- ✓ **Spot clues** that a message could be a scam – including AI tricks like cloned voices or fake videos.

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? (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). 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 (10 mins)

Invite pupils to work in groups to review the scenarios.

Ask each group to discuss and agree upon the best privacy solution for each character.

Privacy scenarios: what should you do?

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 in a group chat.

- 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 in their gaming chat.

- Was the friend wrong to post that information? 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!' in the class group chat.

- Had the person 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 use an AI tool to plan a trip to the cinema. Ronnie finds an online AI tool that helps him plan his route and find out more about the film he wants to see.

- Is Ronnie sharing any personal information when he does this?
- Has Ronnie checked the tool is rated for his age group?

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 the friends answers truthfully. DinoXS 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 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 & Be Internet Alert

Activity guide



Be Internet Alert – Activity 1: Don't bite that phishing hook! (10 mins)

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

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.

Discuss how scammers can now use AI to copy someone's voice or face – for example, a fake video of a celebrity offering a giveaway. What clues might show it's not real?

Be Internet Alert – Activity 7: Interland: Reality River (10 mins)

An online game spotting truth and fiction. This is followed by a discussion. Please see the booklet 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 4: scenarios.

Alert Activity 1: handout.

Alert Activity 7: questions.