

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 Secure and Kind activity packs. 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. If you're teaching both age groups, vary the activities you choose.

Objectives

Pupils will learn

- ✓ **How** to make strong passwords to secure their information online.
- ✓ **Why** you should never share passwords with anyone – including AI tools.

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.

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Baseline activity



(5 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. You can revisit this 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?

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Activity guide



Be Internet Secure – Activity 2: How to build a strong password (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.

Remind pupils that passwords should never be typed into AI tools or chatbots.

Be Internet Secure – Activity 3: Shh... Keep it to yourself! (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 in, it's a two-step process – for example, entering your password and then a one-time code sent to your phone or an app.)
- 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.

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Activity guide



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

Display the 'Common feeling words' handout. Ask pupils to think of a time they felt one of the feelings and how their body felt. In groups of 3–4, pupils complete the 'Noticing feelings' worksheet, looking for hints in what's happening and how the characters are acting. Call on groups to share their ideas.

Differentiation: work through the first scenario as a class for pupils needing support. Pupils needing a challenge could write what one character could say next to show empathy.

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.

Be Internet Kind – Activity 2.1: Your Kindness-gram (10 mins)

In pairs, pupils discuss what it means to be kind and share a time someone was kind to them and how it felt. Share your own example Kindness-gram. Pupils then choose someone in their life – a friend, teacher or family member – they'd like to show kindness to, and complete a Kindness-gram to plan it. Discuss when they'll put it into action.

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

Class discussion: Ask pupils to consider how some celebrities sometimes behave unkindly towards others online. 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.

Lesson materials

Secure Activity 2: activity.

Secure Activity 3: school device.

Kind Activity 1.1: worksheet and 'Common feeling words' handout.

Kind Activity 2.1: 'Your Kindness-gram' worksheet.