

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. 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.
- ✓ **Why** information and pictures made by AI need to be checked, and how to check them.

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? (10 mins)

We're going to have a look at the fictitious characters from Sharp Activity 2 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.

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Activity guide



Be Internet Sharp – Activity 5: That’s not what I meant! (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.

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Be Internet Alert – Activity 3: Is that really true? (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 & AI content

If an AI tool gives you an answer or creates a picture, can you automatically trust it as a credible source? A credible source is one we can rely on for accurate and true information. While AI can gather data fast, it can also make mistakes, guess wrong, or present made-up details as facts.

Because AI can generate media that looks and sounds completely real, we must check sources in all cases.

Task: Make a list of different ways you could check if information, images, or audio created by AI are accurate and trustworthy.

Examples of what could be on your list:

- **Check across the web ("lateral reading"):** Open a new browser tab to search trusted news sites and official pages to see if other reliable sources agree.
- **Fact-check with trusted adults:** If a claim, photo, or audio clip seems surprising, odd, or suspicious, ask a parent or teacher to help verify it.
- **Use AI watermarks and detection tools:** Some AI images, audio, and text include invisible digital watermarks, and some tools are designed to help spot AI-generated content.

Note: AI watermarks and detection tools aren't available everywhere yet and aren't always perfect, so it's still best to double-check using the other methods.

Remember, AI gathers information from all over the internet, but it doesn't have human common sense or real-world expertise. Just because an AI sounds confident doesn't mean it's right – always verify what you see!

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2. Steps to consider in an AI world

We can check any source, including AI content, using three steps:

- **Step 1: Use common sense.** Does it make sense in the real world? Does an AI picture or voice have strange glitches, like extra fingers or robotic sounds?
- **Step 2: Ask questions.** Does this source know me, or have real-world experience? Who made this, and what do they want me to do or believe?
- **Step 3: Confirm.** Do trusted adults and reliable websites agree?

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. And that we need to check where information comes from – especially if it might have been made by AI.

Extension

Pupils can make a classroom display of their emoji t-shirt designs on a wall. Following the activity, allow pupils who want to think about choosing a different emoji for the display to have another go.

Lesson materials

Sharp Activity 2: handout

Sharp Activity 3: questions.

Sharp Activity 5: handout.

Alert Activity 3: 'Deciding what's credible' handout.