

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 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.

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.
- ✓ That AI tools, fake videos or cloned voices can be used to trick people – and who to tell if that happens.

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.

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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! (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 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 (10 mins)

Using the scenarios from Be Internet Sharp Activity 4 (Keeping it private), discuss the following with children:

- What can someone do if they feel unsafe online?
- How might an AI tool, fake video, or cloned voice make someone feel tricked or 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.

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Activity guide



How can I stand up for 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 (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

Be Internet Secure – Activity 1: handout.
Be Internet Sharp – Activity 4: scenarios.
Be Internet Kind – Activity 4: example text messages.