

Be Internet Sharp – Think Before You Tap

Overall aims

This lesson plan highlights the age-appropriate activities within the Be Internet Sharp pillar.

You will find all the activities within the Sharp activity pack. 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.

Objectives

Pupils will learn

- ✓ **What** having a positive digital footprint means.
- ✓ **Ways** in which they can start to build a positive digital footprint.

Outcomes

Pupils can

- ✓ **Explain** what it means to have a positive digital footprint, and why this is important.
- ✓ **Explain** things someone can do to build a positive digital footprint.

Reminder

Please make sure you read the teacher guide to pupil safety before you start any of the activities in this booklet.

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 reflect on how to create a positive digital footprint and where to get help.

Baseline activity

You'll need: pens and sticky notes



(10 mins)

Write the following on the board: *Your online reputation is anything that appears about you on the internet.*

Then ask, 'How could someone create a positive digital footprint for themselves in order to help protect their online reputation?'

Ask pupils to work in pairs and come up with three suggestions which they write on sticky notes.

Invite pairs to share their responses with their table group. Ask each group to then share with the rest of the class one or two of what they consider to be the most important points about creating a positive digital footprint to maintain their online reputation.

Examples of responses 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.

After discussion, reiterate the theme of the lesson: 'Being Internet Sharp means knowing what kind of information to put online to create a positive digital footprint and protect your online reputation.'

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Activity guide



Be Internet Sharp – 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, and around the outside, write or draw 'personal' information about this person. Remind pupils that this shouldn't be real information, or about themselves or anyone they know. Examples of information could include things like favourite foods or colours, names of teddies or toys, silly nicknames, number of siblings, the school they attend, etc.

When they have finished, ask pupils to look at each piece of 'personal' information and identify whether it is OK to share that information online or not. What effect might sharing have on the character's online reputation?

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 create two social media profiles of their character: one with personal information that would create a negative digital footprint, and one which would create a positive digital footprint.

Be Internet Sharp – Activity 2: Whose profile is this anyway? (10 mins)

Pupils study a collection of online personal information about three fictitious characters to see what it tells them about each one. Ask pupils to list at least two pieces of personal information they have obtained by reading each character's profile.

On a scale of 1-10, how would they rate their character's digital footprint in terms of risk, both now and in the future?

Discussion: How much can we find out about someone just from what they post online, even if we don't know them?

Differentiation: Pupils who need more support could use highlighter pens to underline the personal information on their sheet instead of writing it out. Pupils who need a challenge could write or prepare to present to the group a short 'future forecast' outlining the possible impact of the information that has been shared on their character's future life.

Be Internet Sharp – Activity 3: How do others see us? (20 mins)

Please note: this requires the completion of Activity 2 first.

Recap with pupils the possible consequences of their characters sharing more information than they intended to online.

Pupils consider the viewpoints of how other people might view the characters' profiles.

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Be Internet Sharp – Activity 4: Keeping it private (10 mins)

Invite pupils to work in groups in order to review the written privacy scenarios.

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

For each scenario ask: 'Is this OK to share?' For pupils who need a challenge, ask how each scenario could damage someone's online reputation, both now and in the future, and how it might leave a negative digital footprint. Discuss Scenario 4 – what personal information might Ronnie share with an AI tool?

Additional activity:

Be Internet Sharp – Activity 10: Mindful Mountain (20 mins)

An online game navigating the world of online privacy. This is followed by the discussion questions in the activity section of the booklet.

Plenary

3-2-1 (5 mins)

Ask pupils to spend a few minutes reflecting on the activities in the lesson and ask them to write down or draw the following:

3. Three ways in which they can create a positive digital footprint.
2. Two ways in which someone can ask for help if they regret posting something online.
1. One question they have – they should be given the opportunity to provide this anonymously.

Extension

Ask pupils to design a Be Internet Sharp 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 with tips on how they can achieve this.

Lesson materials

Sharp Activity 2: range of fictitious personal data sources.

Sharp Activity 4: scenarios.