

Be Internet Alert – Check it's For Real

Overall aims

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

You will find all the activities within the Alert Activity Pack. Some of these activities have been adapted for this age group. Please see the lesson overviews for a full description of the overall aims of each pillar.

Objectives

Pupils will learn

- ✓ **How** to be a critical consumer online, including AI-generated content.
- ✓ **About** different online scams, including what 'phishing' means and how AI can be used to make them more convincing.

Outcomes

Pupils can

- ✓ **Describe** ways to critically evaluate online content and AI search results.
- ✓ **Explain** how social media and AI tools can misrepresent reality.
- ✓ **Identify** online scams people may experience, including AI-driven 'phishing'.
- ✓ **Identify** sources of support for someone who is worried about anything online.

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.

Baseline activity

You'll need: traffic light cards



(10 mins)

Ask pupils to hold up traffic light cards to show how confident they feel about understanding what is true or fake online (red – not at all confident, amber – quite confident, green – very confident).

Write the following question on the board: *'How can you tell if something you see or read on the internet is fake or unreliable?'*

Think, pair, and share.

Ask pupils to take one minute to think for themselves and then a few minutes to discuss in pairs. Then spend five minutes discussing as a class and write down what the pupils come up with. Examples may include:

- Pop-ups you didn't click on appear asking for passwords and personal information.
- A voice note or video that sounds or looks like someone you know, asking for your password.
- Weird photos on social media.
- Emails from strange addresses telling you that you've won a prize.

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Activity guide



Be Internet Alert – Activity 1: Don't bite that phishing hook! (15 mins)

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

Discuss the clues as a class to ensure that pupils understand why the messages could be examples of scams or phishing. For pupils who need a challenge, ask them to write their own 'Look out for Phishing!' top five clues checklist.

Be Internet Alert – Activity 2: Who are you, really? (20 mins)

1. Each group picks a scenario from a container. One person in each group reads it aloud.
 2. The group discusses possible responses to the message (and decides on three to six different options).
 3. The group decides on which would be the best option and discusses why they think this.
 4. Each group is given the corresponding 'cheat sheet' to match their scenario. They discuss whether they agree with it, and compare it to their group responses.
 5. Class feedback – display each scenario on the whiteboard. Each group explains what they decided was the best response and why – the class decides if they agree.
- Note: Scenarios 3 and 4 involve AI – a voice note that sounds like a classmate, and a video that looks like a famous gamer. Discuss how AI can clone voices and faces, and why you should check face-to-face or with an adult before sharing anything.

Differentiation: For pupils who need more challenge, invite them to create their own advice tips for younger pupils.

Additional activity:

Be Internet Alert – Activity 7: Interland: Reality River (20 mins)

Pupils play the online computer game followed by a discussion using the questions in the activity booklet.

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Plenary

You'll need: traffic light cards

(5 mins)

Ask pupils to write down one thing they could teach someone else about how to be Internet Alert.

Examples might include:

- I'm going to tell my teenage brother to watch out for emails from an unknown sender telling him he has won an iPad, as it's probably too good to be true.
- If you come across a phishing email you should always report it.
- If a video of a famous person offers free stuff for your login, it could be AI – don't trust it.

Ask pupils to hold up traffic light cards to show how confident they now feel about how to be Internet Alert and critical of what they come across online (red – not at all confident, amber – quite confident, green – very confident).

Compare results with the start of the lesson to measure progress.

Extension

Ask pupils to compose a message or tweet for the school website informing their parents of the meaning of 'Internet Alert'. Ideas of what to include could be:

- What the keywords mean.
- Clues to look out for that something online may not be all it appears.
- How and where to get support if someone is worried about anything they see online.

Lesson materials

Alert Activity 1: resource sheets.

Alert Activity 2: scenarios.