

Be Internet Secure – Protect Your Stuff

Overall aims

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

You will find all the activities within the Secure 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

- ✓ **Ways** to develop safer habits online and protect personal information, including when using AI.
- ✓ **How** to respect online privacy boundaries for themselves and others.
- ✓ **Ways** to seek or ask for help if they or others feel unsafe or tricked online.

Outcomes

Pupils can

- ✓ **Explain** why it is important to keep personal information private online, including when using AI.
- ✓ **Describe** ways to keep personal information private online by using safety tools, privacy settings and safe AI habits.
- ✓ **Describe** how to find and ask for help if someone feels unsafe or tricked 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.

Be Internet Secure – Protect Your Stuff

Baseline activity

You'll need: paper, pens and sticky notes



(10 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', all the way to 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. This will be revisited at the end of the lesson.

Ask pupils to discuss in table 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 table to bring up their sticky note ideas and place them 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 to be made public, etc.

Extension:

Ask pupils, which privacy settings are available to use to keep safer online? Examples could include secure passwords, privacy settings on social media, two-step login process.

Activity guide



Be Internet Secure – Activity 2: How to build a strong password (10 mins)

Remind pupils that one of the ways that can help to ensure personal information is safe online is to use a 'strong' password.

Ask them to define what they think are the features of a 'strong' password (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 what makes them weak.

Remind pupils that passwords should never be shared with anyone other than a parent or guardian – and should never be typed into AI tools or chatbots.

Differentiation activities: 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.

Be Internet Secure – Protect Your Stuff

Activity guide



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 in the place in school 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 to an account, 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 activities: Pupils needing support should be given a one-to-one explanation of the demonstration and could create a 'Shh... Keep it to yourself!' cartoon giving key advice. 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/acrostic poem or rap.

Be Internet Secure – Activity 4: Taking care of yourself and others (10 mins)

This activity revisits the scenarios in Sharp Activity 4 (Keeping it private), this time focusing on help-seeking.

Give out the scenarios from Be Internet Sharp Activity 4 to pupils to be discussed in their table groups.

Key questions to answer are:

1. What can someone do if they feel unsafe online?
2. How might an AI tool, fake video, or cloned voice make someone feel tricked or unsafe online?
3. Who can they tell or go to?
4. What might happen when they tell?
5. What might happen after that?

Ask each group to share their responses with the rest of the class.

Differentiation activities: Ask pupils who need support to discuss the scenarios with you, the teacher, or another adult, focusing on what the person could do if they feel unsafe online and whom they tell in school and outside of school in each case. Ask those who need more challenge to design a 'who to go to' flyer or poster for display in the classroom.

Be Internet Secure – Protect Your Stuff

Activity guide



Additional activity:

Be Internet Secure – Activity 5: Tower of Treasure (10 mins)

An online game where pupils are asked to build an 'untouchable' password and secure made-up 'private' information on the game.

Discuss with pupils: 'How would you find and ask for help if you felt unsafe online?'
Possible answers: reporting, blocking, speaking to a teacher, parent, friend, sibling.

Plenary

(5 mins)

Invite pupils to revisit the scales they filled in at the beginning of the lesson. Where would they rate their confidence levels now?

Extension

Ask pupils to make a poster with top tips on how to stay secure online that can be shared with their parents and siblings. This may include tips on how to create a strong password, what to do if they receive messages from people they don't know and how to manage their privacy settings on an app of their choosing. These could also form part of a display in the classroom or elsewhere at school.

Lesson materials

Secure Activity 2: 'Guidelines for creating strong passwords' sheet.
Sharp Activity 4: scenarios.