

Be Internet Kind – Respect Each Other

Overall aims

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

You will find all the activities within the Kind 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

- ✓ **How** to develop respectful, empathetic and healthy online relationships in an AI world.
- ✓ **Ways** to manage and respond in a healthy and safe way to hurtful online behaviour.

Outcomes Pupils can

- ✓ **Demonstrate** ways to build positive and healthy online relationships and friendships.
- ✓ **Describe** strategies they can use to respond to hurtful online behaviour, in ways that keep them safer and more healthy.
- ✓ **Identify** sources of support that can help friends and peers if they are experiencing hurtful behaviour 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



(10 mins)

Be someone who stands up for others.

Ask pupils to draw someone who treats others kindly when they are online. Around the outside, ask pupils to draw or write what this person is thinking, saying and doing to demonstrate kindness. Remind pupils about extending real-life behaviour into online behaviour (e.g. 'Don't say things online that you wouldn't say to someone face-to-face').

Ask table groups to share what they have thought and written about. Invite each table group to feedback on one key factor that they felt was most important. Ask pupils to consider:

- Why does kindness matter online?
- What can we do if someone is being hurtful and unkind?

Emphasise how it is important to stand up for others, in order to reduce negative and unkind messages online.

Possible answers might include: kindness online matters because being unkind could hurt someone in the same way as it does face-to-face; if someone is being unkind you can report/block/tell a trusted adult.

Be Internet Kind – Respect Each Other

Activity guide



Be Internet Kind – Activity 1.2: Practising empathy (15 mins)

Discuss a time pupils were talking with someone online – could they tell how that person was feeling? Hand out the 'Practising empathy' worksheet. Pupils work independently to guess how the people in each scenario are feeling and what clues helped them, then compare with a partner. Share scenarios where pupils disagreed and what made them harder to read. Remind pupils that the best way to find out how someone really feels is to ask them.

Be Internet Kind – Activity 2.2: Ways to show kindness (20 mins)

In groups of 3–4, pupils complete the 'Ways to show kindness' worksheet, coming up with two ways to show kindness in each scenario. Scenario 1 involves a friend's gaming avatar, made with an AI picture tool, getting disrespectful comments. Call on groups to share, and act out a scenario if they're willing.

Be Internet Kind – Respect Each Other

Activity guide



Be Internet Kind – Activity 4: Mixed messages (5 mins)

Invite pupils to consider examples of text messages on the board and ask for volunteers to read out the texts in different tones (angry, sarcastic, friendly) to show that they are difficult to interpret and meanings can be confusing. Ask pupils to consider:

- What do they mean?
- How might the recipient interpret them?
- How could they be better communicated/phrased?

Class discussion: Ask pupils to consider how some celebrities sometimes behave unkindly towards others when they are using social media. Remind them that this kind of behaviour does not present a good role model for others and only perpetuates that it is OK to be unkind online.

As a class, they now know how to stand up for others and how to respond to unkind or unhealthy behaviour online.

Remind pupils that how they treat each other online will have a big impact on each other and on the digital world. It is in their power to build an internet that is a kind and positive place to communicate and be heard.

Pupils requiring support could be given a large selection of emojis that they will need to use to help them be kind online. Pupils needing to be challenged could prepare a short blog on how to be kind online for a publication on the school website.

Additional activity:

Be Internet Kind – Activity 6: Interland, Kind Kingdom (20 mins)

Open a web browser on a desktop or mobile device (e.g. tablet), visit [g.co/interland](https://www.g.co/interland) and navigate to the land called Kind Kingdom. This is followed by the discussion questions in the activity section of the booklet.

Be Internet Kind – Respect Each Other

Plenary

(5 mins)

Revisit the template they filled out at the start of the lesson. Ask pupils to write around the template with any additional ideas and thoughts they have about how to be kind online. Invite table groups to feedback three key skills that they think they would now use to respond to negative online behaviour.

Extension

Ask pupils to design a social media post with top tips for 'How can I stand up for others online?'. One post could be chosen to share on the school social media or in the school newsletter for parents and other pupils. This could include:

- Reporting mean or bullying behaviour.
- Not passing on hurtful messages.
- Setting a good example by being friendly and kind to others.
- Not encouraging nasty behaviour by 'liking' mean posts online.

Lesson materials

Kind Activity 1.2: 'Practising empathy' worksheet.

Kind Activity 2.2: 'Ways to show kindness' worksheet.

Kind Activity 4: example text messages.