

UPPER KEY STAGE 2 - Online Safety Curriculum 2019

Online Safety Strand	Lifestyle & Health	The Social Web	Protecting Ourselves	Commercial Risks	News & Information
	Well-being, Mental Health, Identity, Stereotypes, Medical Information	Social Media, Gaming, Friendships, Bullying, Reputation	Sexual content, Consent, Control, Meeting Strangers Online and in Real Life, Images	Money, Privacy, Personal Information, Copyright, Online Security	The Media, Digital Literacy, Verifying Content
UKS2	L1 - Social Media Anxiety L2 - Self Esteem L3 - Inaccurate Health Information L4 - Digital 5-a-Day L5 - Online Stereotypes L6 - Game ratings L7 - Does the internet make us happy?	S1 - Control and Consent S2 - Social Media and Cyberbullying	P1 - Protecting our identity P2 - Protecting images of us online P3 - Unhealthy Attention P4 - Meeting online strangers	C1 - Internet advertisements and money on the internet C2 - Personal Information, Terms and Conditions C3 - Passwords C4 - Copyright (revision) C5 - In-app purchases and credit card information	N1 - Analysing Digital Media (UKS2) N2 - Bias N3 - Fake News N4 - Verifying information online N5 - Echo Chambers

N.B. Text in blue are links to documents, presentations or websites. Please click on the links to be taken straight to the resource that you need.

N.B. This document, and the accompanying resources, are a work in progress. Incomplete lessons are indicated by ##### and will be updated throughout the next few weeks.

Lifestyle and Health

Objectives	Discussions	Activities
<p>L1 - Social Media Anxiety</p> <p>Understand that social media can exert pressure on us, by making us feel jealous or insecure about our own lives</p> <p>Understand that</p>	<p><u>Presentation: Social Media Anxiety ##</u></p> <p>The images are designed as a way of framing and sparking discussion. Feel free to move through them slowly, or quickly, depending on the kinds of conversations that they encourage.</p> <p>The key message is that we should analyse the things we see on social media, understand that many successful online celebrities are motivated by money and fame, and that these things do not necessarily bring us happiness</p>	<p>Activity (p.38 of presentation)</p> <p>Video https://www.youtube.com/watch?time_continue=151&v=0EFHbruKEmw</p> <p>Create a 'realistic' Instagram feed:</p> <ul style="list-style-type: none"> ● Bad hair day ● Fake exercises ● Unflattering faces/poses ● Having a miserable time ● Messy/dirty ● Ignoring your friends to look at a

<p>images and videos that we see online are not always a true reflection of reality</p>	<p>and are also not easily attainable without significant commercial backing.</p> <p>Our own insecurities are often hijacked in order to promote products or lifestyle choices.</p> <p>### Encourage active rather than passive use. Being actively involved in doing things, such as creating or responding to Facebook posts, can have a positive impact on wellbeing. Passive use – like scrolling without interacting – can lower wellbeing and life satisfaction.</p> <p>###Break the ‘filter bubbles’. Online companies use algorithms to show you things similar to what you’ve seen before, reinforcing current interests rather than suggesting new topics. Teach your child how to interrupt these by searching new areas or questions of interest.</p> <p>Mental wellbeing online https://youngminds.org.uk/find-help/looking-after-yourself/social-media-and-mental-health/</p>	<p>screen</p> <p>Use any of the ideas that you’ve seen so far and also use your imagination! You can take photos, or draw cartoons, depending on your skill set.</p>
<p>L2 - Self Esteem</p> <p>120 minutes</p> <p>Understand that people can feel under pressure to behave in certain ways, because of their bodies and gender</p> <p>Understand that self esteem and confidence can affect how we behave online</p> <p>Begin to understand the motivations of the health industry and their advertising and media coverage</p> <p><i>This lesson compliments ‘L5 - Online Stereotypes’. If possible, they should be delivered in the same term.</i></p>	<p><u>Presentation: Body Image and Self-Esteem</u></p> <ul style="list-style-type: none"> ● Is there such a thing as the perfect body? ● (Look at historical portrayals of size, shape, clothing etc...) ● What happens to us when we see an advert full of amazing people/possibilities/products? ● Why might beauty product manufacturers benefit from making you feel insecure? <p>Extension: Think U Know Activity: Live Streaming - “Self-esteem and confidence activities PowerPoint (8-11s)” https://www.thinkuknow.co.uk/professionals/r</p>	<p><u>Activity 1:</u> Print (and share between two) images from different magazines.</p> <p>Make a list of the positive and negative messages that you see on the magazines</p> <p><u>Activity 2:</u> Sort traits from most to least important:</p> <ul style="list-style-type: none"> ● Appearance ● Skills ● Family ● Knowledge ● Intelligence ● Physical ● Wealth ● Religion <p><u>Activity 3:</u> Make an advert that boosts self-esteem, instead of preying on fears:</p> <ul style="list-style-type: none"> ● Trying hard? ● Being strong? ● Being brave? ● Being kind? ● Achieving goals? ● Not giving up? ● Challenging stereotypes of gender, disability, race or health?

	<p>resources/live-streaming/ [free sign up required. Download resources for age 8-11, open “Self-esteem and confidence activities PowerPoint (8-11s)”]</p>	<p>Extension Activity: Print pages 19 and 20 of “Self-esteem and confidence activities PowerPoint (8-11s)” Children give advice to Ava about a variety of messages, depending on whether they are appropriate or not.</p>
<p>L3 - Inaccurate Health Information</p> <p>60 minutes</p> <p>Become familiar with positive health messages</p> <p>Recognise inaccurate health information</p>	<p><u>Presentation: Inaccurate Health Information</u> <i>Where to get it, who to trust and how to spot the fakes.</i></p> <p>Compare examples of health information connected to cider vinegar:</p> <p>Biased report: Unverified claims https://lauralondonfitness.com/secret-weight-loss-recipe-with-apple-cider-vinegar/</p> <p>A balanced report: BBC - Trust me I’m a doctor analysis https://www.bbc.co.uk/programmes/articles/38jzBcHNHD1jWpLtVybgj20/is-apple-cider-vinegar-really-good-for-me</p> <p>Use the checklist to compare websites:</p> <p>1) Look at the URL (online address) Is this a trustworthy site?</p> <p>2) Content Is there a balanced message? What is the evidence?</p> <p>3) Motivations Why did someone write this? [Science? Money? Clicks?]</p>	<p><u>Activity - Inaccurate Health Information</u></p> <p>Children use the checklist to compare the reliability of websites.</p> <p>Children fill in table, which should be put on the shared drive for children to open, edit and re-save.</p>
<p>L4 - Digital 5-a-Day</p> <p>90 minutes</p> <p>Recognise that our identities are defined by both our online and offline activities</p> <p>Understand that the online world creates unique issues, which can affect our self image, mental health and identity</p>	<p><u>Presentation: Digital 5-a-Day (UKS2)</u></p> <p>Learn about the “Digital 5-a-day”: https://www.childrenscommissioner.gov.uk/2017/08/06/digital-5-a-day/</p> <ul style="list-style-type: none"> ● Connect ● Get creative ● Be mindful ● Be active ● Give to others <p>Give some examples of activities where it is easy to spend a lot of time being engaged or becoming engrossed (e.g. games, films, videos).</p> <ul style="list-style-type: none"> ● When is this a good thing? ● When could it have a negative impact on our lives? ● What positive alternatives are there? 	<p><u>Activity 2: Make a timetable</u></p> <p>Make a timetable for the perfectly balanced Saturday</p> <ul style="list-style-type: none"> ● Include a few things from each category of the Digital 5-a-Day ● Colour each activity in, to show which category it is in ● Have a balance of online & offline <p>Ideas of what to include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn 3 things <input type="checkbox"/> Practice 3 skills <input type="checkbox"/> Improve a skill <input type="checkbox"/> Try something new <input type="checkbox"/> Read something <input type="checkbox"/> Laugh <input type="checkbox"/> Create something <input type="checkbox"/> Fail at something <input type="checkbox"/> Talk to friends/family
<p>L5 - Online Stereotypes</p> <p>90 minutes</p>	<p><u>Presentation: Online Stereotypes</u></p> <p>Stereotypes: How are girls and boys different?</p>	<p><u>Activity: Sort toys</u></p> <p>Sort pictures of toys into two columns:</p> <ul style="list-style-type: none"> - Enforces gender stereotypes - Promotes gender equality

<p>Understand that we are often exposed to stereotypes in the media, which can affect the way that we see ourselves and other people</p> <p>Understand that stereotypes are sometimes used in the online world and that these are often unfair or discriminatory</p>	<p>How are they the same? What is a gender stereotype? What does it mean to enforce gender stereotypes?</p> <p>True or False: Myth busting various statements that expose common stereotypes</p> <p>Analyse Media: Look at a range of media that includes stereotypes - discuss why that is and how it might be changed</p> <p>Bias: Explore how racial bias has existed throughout history and how that manifests today Look at news headlines that are heavily biased and discuss why they are often exaggerated Look at people that challenge stereotypes and consider that they might be vulnerable and more likely to be the victims of abuse</p> <p>Final Question: Have the students ever experienced, seen or heard discrimination or stereotypes online?</p>	<p><u>Drama extension:</u> Read: http://mediasmarts.ca/sites/mediasmarts/files/pdfs/lesson-plan/Lesson_Exposing_Gender_Stereotypes.pdf This contains good advice about running a successful drama activity on this subject.</p>
<p>L6 - Game ratings</p> <p>40 minutes</p> <p>Understand why age ratings on movies and games are important</p>	<p>Ask the children if they know what PEGI ratings are [game age ratings].</p> <ul style="list-style-type: none"> • Do you ever look at the rating? • Have you ever tried something over your age? • What are the benefits? • What are the risks? <p><u>Watch:</u> <i>"The PEGI age rating process"</i> by PEGI Games https://www.youtube.com/watch?v=W_Uvf8sg7PU</p> <p><u>Resources available from:</u> http://www.cbbfc.co.uk/grown-ups/free-pshe-primary-school-lesson-plans Register with school postcode and download lesson resources</p> <p>Discussions include:</p> <ul style="list-style-type: none"> • What are film age ratings? • How are the ratings decided on? • Choosing the right film for various characters 	<p><u>Activity: Match PEGI ratings to descriptions</u></p> <p><u>Other Activities:</u> Various matching and sorting activities from the downloaded resources http://www.cbbfc.co.uk/grown-ups/free-pshe-primary-school-lesson-plans):</p> <ul style="list-style-type: none"> • Match age ratings to symbols • Describe each rating • Active classroom ideas, such as "four corners" games
<p>L7 - Does the internet make us happy?</p>	<p><u>Presentation: Social Media Anxiety ##</u></p> <p>The images are designed as a way of framing</p>	<p>Activity (p.38 of presentation) Video</p>

<p>Objectives</p> <ul style="list-style-type: none"> - Appreciate that there is both positive and negative content online - Understand that social media can exert pressure on us, by making us feel jealous or insecure about our own lives - Understand that images and videos that we see online are not always a true reflection of reality <p>Key vocabulary Social media, anxiety, jealous, insecure, vulnerable, analyse</p>	<p>and sparking discussion. Feel free to move through them slowly, or quickly, depending on the kinds of conversations that they encourage.</p> <p>The key message is that we should analyse the things we see on social media, understand that many successful online celebrities are motivated by money and fame, and that these things do not necessarily bring us happiness and are also not easily attainable without significant commercial backing.</p> <p>Our own insecurities are often hijacked in order to promote products or lifestyle choices.</p> <p>### Encourage active rather than passive use. Being actively involved in doing things, such as creating or responding to Facebook posts, can have a positive impact on wellbeing. Passive use – like scrolling without interacting – can lower wellbeing and life satisfaction.</p> <p>### Break the ‘filter bubbles’. Online companies use algorithms to show you things similar to what you’ve seen before, reinforcing current interests rather than suggesting new topics. Teach your child how to interrupt these by searching new areas or questions of interest.</p> <p>Mental wellbeing online https://youngminds.org.uk/find-help/looking-after-yourself/social-media-and-mental-health/</p>	<p>https://www.youtube.com/watch?time_continue=151&v=0EFHbruKEmw</p> <p>Create a ‘realistic’ Instagram feed:</p> <ul style="list-style-type: none"> ● Bad hair day ● Fake exercises ● Unflattering faces/poses ● Having a miserable time ● Messy/dirty ● Ignoring your friends to look at a screen <p>Use any of the ideas that you’ve seen so far and also use your imagination! You can take photos, or draw cartoons, depending on your skill set.</p>
--	--	---

The Social Web		
Objectives	Discussions	Activities
<p>S1 - Control and Consent</p> <p>90 minutes</p> <p>Understand that social media comes with pressure</p> <p>Understand that we have a significant amount of control over our online lives</p>	<p><u>Presentation: Control and Consent</u></p> <p>[Taken from https://www.thinkuknow.co.uk/parents/pla/likeshare/]</p> <p><i>This presentation talks through each video, and asks questions. It also contains links to the activities, where children take a more active role in the discussions, to further their thinking.</i></p> <p>There are three videos, below is an outline of the themes that are discussed in each one. They form part of a story line, so are</p>	<p><u>Activity 1: Pros and Cons of going public</u></p> <p>Children come up with a list of the positive and negative aspects of making videos public.</p> <p><u>Activity 2: Types of manipulation</u></p> <p>Children match the type of manipulation with a screen shot from the film. Can they identify the different tactics that are used?</p> <p><u>Activity 3:</u></p> <p>Play:</p> <p>Band Runner game from “ThinkUKnow” website: https://www.thinkuknow.co.uk/8_10/</p>

<p>Understand that our actions/lack of actions can have an impact on ourselves and those around us</p>	<p>best used together, and in order:</p> <p>Play, Like, Share 1: <i>(Animated storyline designed to bring up: Pressure to be online, manipulation tactics, negative comments on YouTube, liking negative comments (bystanding), digital footprint, wanting likes/views, reporting incidents, blocking abusive users and the decision to make a video public)</i> https://www.youtube.com/watch?v=WpngtGyc ec</p> <p>Play, Like, Share 2: <i>(Posting unkind or embarrassing pictures, public/private, flattery, manipulation, unkind comments, hacking, passwords, self-esteem)</i> https://www.youtube.com/watch?reload=9&v=NscU1ZHYPDK</p> <p>Play, Like, Share 3: <i>(Inaccurate information, too good to be true offers, friends of friends, meeting strangers online, concealing identity on the internet, benefits of the online world)</i> https://www.youtube.com/watch?v=tQZGA6dsWpo</p>	
<p>S2 - Social Media and Cyberbullying</p> <p>60 minutes</p> <p>Understand that people sometimes behave online, in a way that they would not in real life</p> <p>Know a range of strategies to deal with online abuse</p>	<p><u>Presentation: Social Media and Cyberbullying</u></p> <p>Watch: <i>UK Safer Internet Centre: How I feel online - Safer Internet Day 2018 film</i> https://www.youtube.com/watch?v=OFHY9BgbNc</p> <p>Pause every time a written question comes up. The class discusses:</p> <ol style="list-style-type: none"> 1) How does the comment make you feel? 2) What was the motivation of the person that wrote it? 3) What is the appropriate response? <p>Have the children ever experienced these kind of comments before?</p> <p>Has anyone been pressured online / to get online?</p>	<p>Activity 1: Make a list of strategies to cope with online abuse, such as:</p> <ul style="list-style-type: none"> ● Don't blame yourself (it's easy for these people to be mean online, and it's a cowardly thing to do) ● Remember that it happens to many people (you are not the only one) ● Check your privacy settings to block strangers, so you are only contacted by people that you know: <ul style="list-style-type: none"> ○ Hashtags - they can be searched, so using them can open you up to more people ○ Use settings to make sure people can only follow you once you have followed them first ● Don't respond (it will only let the bully know that they are getting to you) ● Don't spread rumours - they could backfire onto you ● If it's a small issue, talk to your friends ● If it's making you feel bad, tell someone you trust (they will understand how you feel) ● Take a screenshot (so you can prove what's been said) ● Block them if you can (then they can't get in touch)

	<ul style="list-style-type: none"> Report the abuse to the administrator (most good websites don't tolerate abuse) <p>Activity 2: Online Friendship quiz: <i>(Ensuring that online relationships "remain healthy, positive and fulfilling")</i> https://www.saferinternet.org.uk/safer-internet-day/2018/digital-friendships-quiz</p> <p>[More information on what to do about Cyberbullying here: https://www.bullying.co.uk/cyberbullying/what-to-do-if-you-re-being-bullied-on-a-social-network/</p> <p>Specific information about privacy settings on different apps here: https://app.pelorous.com/media_manager/public/209/WestMercia/Cyberbullying%20advice%20sheet%20for%20young%20people%20WEST%20MERCIA_final.pdf]</p>
--	--

Protecting Ourselves		
Objectives	Discussions	Activities
<p>P1 - Protecting our identity</p> <p>40 minutes</p> <p>Understand that our personal information is valuable, sensitive and private to us</p> <p>Understand that giving away personal information can lead to both physical and emotional damage</p> <p>Understand that many small details can be pieced together to gain a</p>	<p><u>Presentation: Protecting our identity</u></p> <p>Watch: CEOP - Protecting your identity: The information jigsaw</p> <p>https://www.youtube.com/watch?v=o8auwnJtqE Watch the video and discuss, using the questions provided.</p> <p>Watch: Cybersmart: Mobile phones and meeting strangers</p> <p>https://www.youtube.com/watch?v=eJURhw3mswg</p>	<p><u>Activity: Personal Information</u></p> <p>In 5 minutes, how many types of personal information can you think of? (use colours)</p> <p>RED: Extremely sensitive information, which identifies who/where you are</p> <p>YELLOW: It can be used, with other information, to find out too much about you. On its own, it doesn't mean much, but it could be added together like a jigsaw puzzle</p> <p>GREEN: It does not identify you, or where you live. Things that millions of people have in common</p>

<p>much more comprehensive set of information about a person</p>		
<p>P2 - Protecting images of us online</p> <p>40 minutes</p> <p>Understand that once images are on the internet, we have less control over them</p> <p>Understand that the Internet Watch Foundation do have the power to take down images of children, if they are inappropriate, but that this is hard to do</p> <p>Understand that they have a legal right to control pictures of their bodies</p>	<p><u>Presentation: Keeping control</u></p> <ul style="list-style-type: none"> - Images - Interactions with strangers <p>Watch NSPCC video - “Lucy and the Boy” <i>Control of images, flattery and negative attention from strangers</i> https://www.youtube.com/watch?v=kwcl-VP3FYc</p> <p>Now do activity 1</p> <p>Watch NSPCC video - “Alex’s Willy” <i>Jokes and loss of control of images</i> https://www.youtube.com/watch?v=sch_WMjd6go</p>	<p><u>Activity: Types of Flattery - To Print</u></p> <p>Children select whether a message is complimenting our looks, or our personality.</p> <p>This is a good time to discuss how some types of flattery are positive, and some are manipulative. If someone only ever compliments the way you look, they might not respect you fully as a person.</p>
<p>#####</p> <p>P3 - Unhealthy Attention</p> <p>Understand that attention can be both healthy and unhealthy</p>	<ul style="list-style-type: none"> - Manipulation tactics (flattery) - Differentiating between compliments about appearance and those about personality - Understanding motivations <p><u>Think U Know Activity: Live Streaming - “Positive and unhealthy attention PowerPoint presentation (8-11s)”</u></p> <p>Exploring the idea of positive and negative attention https://www.thinkuknow.co.uk/professionals/resources/live-streaming/ [Free sign up required. Download resources for age 8-11, open “Positive and unhealthy attention powerpoint presentation (8-11s)”]</p>	<p><u>Activities:</u></p> <p>Complete the activities, created by the Think U Know team, on pages 17 and 18 of “Positive and unhealthy attention PowerPoint presentation (8-11s)” :</p> <ul style="list-style-type: none"> ● Making a pledge card ● Writing an acrostic poem to help remember the rules for staying safe online
<p>#####</p> <p>P4 - Meeting online strangers</p> <p>Understand that</p>	<p>Watch:</p> <p>Newsround (caught in the web): Meeting strangers in chat rooms (15 mins) http://www.bbc.co.uk/newsround/13908828</p>	

there are dangers online for younger people

Recognise some of the signs of online danger

Discuss video, using questions on flipchart. The questions are designed as a way of framing and sparking discussion. Feel free to move through them slowly, or quickly, depending on the kinds of conversations that they encourage. Often, child will disclose significant issues if they feel safe and listened-to.

Stop at 2.54: Social Media basics

- Why do people like making exciting avatars online?
- What would make you like someone that you meet online?
- Do you ever hide things that you do online from adults?
- Do you know more about social media than your parents/carers?
- If children know more about the internet than adults, why do they have more problems online than older people? [Although adults don't always understand everything about new technology, they have a lot of life experience with people; it's the unkind and manipulative people that make the internet dangerous, not the technology itself]

Stop at 4.40: Passwords

- What can happen if you're not careful with your password? [People can read your messages, find out personal information, access your photos, send fake messages, which can upset the people around you, get the numbers of your friends, spend your credit/money]
- Is online bullying as serious as real-life bullying?
- What can you do if your password is stolen? [Reset your password, save any hateful messages that you receive as evidence, tell your parents / contact the school if it is serious]

Stop at 5.55: Online friendships

- Is it easier to make friends with people in real life or online? [It depends on your personality, but many people find it easier to talk online, especially if they find it hard making friends]
- Why might some people lie online? [To manipulate, but also to show off, exaggerate, or make themselves seem more interesting than they really are;

	<p>perhaps they are worried that no-one will like the real them; perhaps they feel boring]</p> <p>Stop at 7.20: Online gaming</p> <ul style="list-style-type: none"> ● Why does gaming become addictive? ● What would you miss out on if you played games too much? <p>Stop at 8.25: Online deception</p> <ul style="list-style-type: none"> ● Is it hard to find a fake photo and put it on your profile? ● Should you be using your real photo on your profile? ● Why did Lost Princess believe White Knight? [He offered her things, complimented her, and exploited the fact that she was angry at her parents for not letting her go to the concert] <p>Stop at 11.00: Online strangers</p> <ul style="list-style-type: none"> ● If you say you are older than you are, who might contact you? [Older strangers and advertisers for more adult products] ● Why might it be appealing to talk to random strangers, instead of your family or friends? ● How do you think it feels to get messages all the time? <p>Stop at End: Meeting up</p> <ul style="list-style-type: none"> ● Would Lost Princess have gone to the gig normally? ● Why did she act so out of character? ● Did she have enough information to really trust White Knight? 	
--	--	--

Commercial Risks		
Objectives	Discussions	Activities
<p>C1 - Online advertisements and money on the internet</p> <p>90 minutes</p> <p>Understand how money is made on</p>	<p><u>Presentation: Who pays for the internet?</u></p> <p>Look at various websites, analysing where their revenue comes from [Advertising? Subscriptions? Self-promotion? Education?]</p> <p><u>YouTube:</u></p> <p>Why do channels want you to watch/subscribe?</p>	<p><u>Activity: Match the Product with the people</u></p> <p>Can you explain why each person is the ideal target audience? Matching characters to advertisers/scenarios</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Drill matches with 20 - 60 year old construction worker

<p>YouTube and other video websites</p> <p>Understand how advertising on the internet allows people to make money from your clicks</p>	<p>How do vloggers get rich? What makes you stay on YouTube for longer? Why do babies/toddlers like certain channels? https://www.youtube.com/watch?v=IL4nArNhU-0 https://www.youtube.com/watch?v=aG1LYuPOVE</p> <p>Talk Task: How might someone appeal to you?</p> <p>Gaming: Are free games ever really free? [Adverts and in-app purchases]</p> <p>Targeted Advertising: What kind of person would a sports company most want to advertise to? What about a shop selling Lego? What stereotypes might be present in advertising? [Discuss the connection between advertising trends, and stereotypes. For example, adverts for beauty products are more likely to be targeted at women, but that doesn't mean that we should expect women to wear makeup. Additionally, these adverts enforce gender stereotypes, as discussed in the 'News and Media' unit]</p> <p>Extension: (to help with whole class activity): https://www.fastcompany.com/90320094/heres-what-happens-if-you-let-kids-design-their-own-targeted-ads-on-google</p>	<ul style="list-style-type: none"> ● Remote control car matches with 6-13 year old child ● Pregnancy clothing matches with expectant parents <p>Whole class activity: Who is the target audience for each product?</p>
<p>##### C2 - Personal Information, Terms and Conditions</p> <p>Understand that our personal information can be used to make money and target us with advertising</p>	<p>Why do websites want your information?</p> <p>Is anything online truly free?</p> <p>Terms and Conditions of social media providers</p>	<p>Look at scenarios, and analyse them:</p> <ul style="list-style-type: none"> - Understand terms and conditions by looking at a child friendly version of Instagram's T&Cs and imagining what this would be like if it were a real club. - "Clever Clogs" activity
<p>##### C3 - Passwords</p> <p>Understand that we can make ourselves safer online by</p>	<p>The value of secure passwords (strong, memorable, not obvious)</p>	

adjusting privacy settings and that secure passwords can keep our information safe		
##### C4 - Copyright (revision) Understand what copyright is, and why it exists	Copyright: the reason for it and the effect of piracy	How much money would you make from a variety of apps over time? Compare: - Buying the app outright? - In-app purchases? - Advertising?
##### C5- In-app purchases and credit card information Understand that “In-app Purchases” spend real money Realise that children can run up large bills by purchasing games and “In-App Purchases” without realising it	Is it easy to spend money on the internet?	

News and Media		
Objectives	Discussions	Activities
N1 - Analysing Digital Media Become more digitally literate by being able to analyse digital content	<u>Presentation: Analysing Digital Media</u> What is the media: What are the different types? Why does the media exist? What is the range of media (left/right; broadsheet/tabloid) What are the features of a news website? - Headlines - Text - Links - Adverts - Pictures etc... ● What is clickbait? More help: http://www.digital-	<u>Activity: Analyse News (Print A3)</u> Analyse a Newspaper’s web page, comparing tabloid and broadsheet, the same way that you would look at a text in English.

	literacy.org.uk/Home.aspx	
<p>N2 - Bias</p> <p>50 minutes</p> <p>Is everybody biased?</p> <p>Understand that not everything they read is true or without bias</p> <p>Understand that bias can mislead readers, and that there are multiple perspectives to many stories</p>	<p><u>Presentation: Bias</u></p> <p>Watch: YouTube video about bias “The Blind Men and the Elephant” https://www.youtube.com/watch?v=Vn9BUfUCL4I Why did each person think that it was a different animal? [Each had their own perspective / point of view]</p> <p>Stimulus:</p> <ul style="list-style-type: none"> ● Look at screenshots from the film I, Robot; try to guess what might have happened ● Watch the videos of the witness statements ● Which of them are biased, which are balanced? ● What is the truth? What really happened? ● Why did the police officer think the robot was a thief? [perhaps he didn't like robots?] <p>Final Question: What if someone publishes things which are untrue <u>on purpose</u>? That is called FAKE NEWS. We will learn about this next session.</p> <p>Watch: WADADA News for Kids animation https://www.youtube.com/watch?v=GWceywn4QaQ</p>	<p><u>Activity: Point of View</u></p> <ul style="list-style-type: none"> ● Split class into 4 groups ● Each group reads a particular description (give each group 1 Point of View) ● They guess what the object is from their isolated description ● Then read all 4 Points of View out loud to the class and see if they change their mind <p>Point of View #1 Rubber, Soft, Strong, Round, Dirty, Black, 40cm wide</p> <p>Point of View #2 Shiny, Hard, Strong, Smooth, Metal, Red, Flat, 1.5m wide</p> <p>Point of View #3 Fabric, Very Soft, Comfortable, Grey, Patterned, 50cm wide</p> <p>Point of View #4 Shiny, Flashing lights, Switches, Writing on a screen, Makes Music, 20cm wide</p> <p>What is it? Reveal pictures first, then answer [car]</p>
<p>N3 - Fake News</p> <p>120 minutes</p> <p>Understand that it is easy to edit images using computers, which can make it hard to tell the difference between truth and fake-news</p>	<p><u>Presentation: Fake News</u></p> <ul style="list-style-type: none"> ● Show examples of images that have been edited/cropped. ● How different are the impressions that each picture tells? ● What are the implications for news/the truth? ● Can children tell what is real/fake? ● Why might people manipulate images? [Fun/politics/money] ● What is fake news? <p>Watch: https://www.bbc.co.uk/newsround/39032291</p>	<p><u>Activity: Create Fake News</u></p> <p>Use PowerPoint, ActivInspire or similar to change an image and create a ‘fake’ situation. For example, you could cut out someone’s head and put it on a new body.</p> <p>Teaching Point Discuss searching for copyright-free images, using search settings and free-image websites.</p> <p>Computing activity BBC interactive website, where children get to be a new reporter on the BBC news team. They have to fact check stories that come in throughout the day and verify information. On computers or iPads, children log in to this website and run through the challenges. Could also be done as a whole class activity. https://www.bbc.co.uk/news/resources/idt-</p>

		8760dd58-84f9-4c98-ade2-590562670096
<p>N4 -Verifying information online</p> <p>120 minutes (Including all activities)</p> <p>Understand that information can be untrue</p> <p>Understand that there are ways of spotting and checking this information</p>	<p><u>Presentation: Verifying Information Online</u></p> <p>Recap fake news checklist, to help children investigate news for reliability</p> <p>Watch (if children need a reminder): https://www.bbc.co.uk/newsround/38906931</p> <p>Class Discussion: After completing the first two activities, show them how easy it is to create a fake Instagram post using https://fakedetail.com/fake-instagram-post-generator</p> <p>Final question: - Look at list of fictional animals from 'Fantastic Beasts': https://www.imdb.com/list/ls066129445/mediaviewer/rm2213217792 - Is this fake? [No, it's fictional - explain difference]</p>	<p>Activity: Verify websites <u>Sheet 1</u> <u>Sheet 2</u></p> <ul style="list-style-type: none"> ● Children verify a variety of websites ● Is the information on them accurate? ● How do they know? ● Children record the evidence on the sheets <p>To access the websites, there are the following options:</p> <ul style="list-style-type: none"> - Children use tablets and a QR code reader to scan the codes on the sheets - Put the sheets into a shared drive on school network (using PCs) - Share the documents on SeeSaw or Google Drive - Children type in the URLs themselves <p>Activity: Verify Instagram Post</p> <ul style="list-style-type: none"> ● Look at an Instagram post (Which has been made using https://fakedetail.com/fake-instagram-post-generator) ● Children decide whether it is real or not, giving evidence: Think about <ul style="list-style-type: none"> - What looks realistic? [It is exactly the same format as the average Instagram post, Nelson Mandela is from South Africa, which is confirmed by the post] - What is suspicious? [Post commented on and liked by famous people - one of whom is dead; published 3 years ago - was he still alive then?] - What do you already know? [Nelson Mandela was the president of South Africa, he is dead] - What do you need to look up? [Date of Mandela and Martin Luther King's death; when did Barack Obama stop being president - does his comment fit with this?] ● Children do some research to prove inconsistencies in the post <p>Activity: Create fake news</p> <ul style="list-style-type: none"> ● Create a fake website (for example, with Google Slides, Wordpress, Weebly, Wix or similar) <p>Or</p> <ul style="list-style-type: none"> ● Create a fake Instagram post https://fakedetail.com/fake-instagram-post-generator ● Try and make it look as realistic as possible - make it about something that seems believable, but is not true.

<p>N5 - Echo Chambers</p> <p>Understand how different groups have their own motivations, often based around commercial or ideological reasons</p> <p>Understand how social media tends to limit the number of opposing views that we encounter</p>	<p><u>Presentation: Echo Chambers</u></p> <p>Start with activity Children read a selection of one-sided accounts of an event. Allow them to form their own opinions, and express them, either in writing or in words.</p> <p>When they have had enough time, reveal the unbiased account of the story.</p> <p>Can the children work out what happened? [they were given different information, it was biased, they did not have all of the facts, witnesses are unreliable]</p> <p>Discussion:: Why did we do that activity? [It demonstrates the real-life phenomenon of an “echo chamber” - this happens a lot on the adult world, where people only hear one side of a story. It leads people to have unbalanced views, which can be a problem]</p> <p>Big Question: What is the worst thing that could happen if we don't realise that we are in an echo chamber? [show images from Nazi Germany to show unbalanced information and propoganda]</p>	<p><u>Activity: Guilty or Not Guilty?</u></p> <p>Split children into two groups (But this must be kept a secret) One half are given text and pictures showing one side of a story. The other half are given text and pictures of the same event, but with a different spin on it (both heavily biased - from a different person's perspective) The children don't know they have been given different information. Each group must then decide on a verdict, and persuade the teacher of this, either through writing, video, audio recording or orally.</p> <p>Make a table with positive and negatives aspects to Aisha's character on each side.</p> <p>Extension: Children try and 'prove' various theories by searching on the internet (for example, the earth is flat, the moon landings were faked) to see how easy it is to find evidence for something untrue, if you want to [this is known as 'confirmation bias']</p>
---	--	--