



**National  
Online  
Safety<sup>®</sup>**

## **National Online Safety**

Online Safety Lesson Plans

**Key Stage 3**

[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)



## Online Safety Lesson Plans: KS3

Our classroom activities are designed to make your online safety lessons fun and engaging for your pupils. We understand that every school, every teacher and every pupil is different, so we've made it easy for you to pick and choose activities to fit into your timetable. Lessons that have resources are available to download and print off.

Based on the UKCCIS “Education for a Connected World” Framework, our lesson plans and resources cover all of the learning objectives, including:



Self-image &  
identity



Online  
relationships



Online reputation



Online bullying



Managing online  
information



Health, wellbeing  
and lifestyle



Privacy and  
security



Copyright &  
ownership



## Self-image & identity: what is it?

As described in the UKCCIS 'Education for a Connected World' framework, this unit "explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour."

### Lesson outline

This lesson aims to make pupils aware that online and offline identities are often very different and discusses why people may choose to experiment with their image online. It also covers how the media can shape perceptions of gender and pupils will be able to analyse images and make positive comments to others' self-identity.

### Key learning outcomes

- ✓ Understand the term identity and be able to analyse images.
- ✓ To be able to use a range of positive descriptive words when describing attributes of others.
- ✓ Be able to identify key identity points personal to them and prioritise in order of importance.

### Key words

- Identity
- Stereotypes
- Media
- Behaviour
- Social platforms
- Technology
- Online
- Offline

### Resources

- Weblinks to articles and videos included within activities
- Activity 5 – Stereotypes presented online: 'Mood Board'

### Differentiation

- Key words, dictionaries, templates for identity circle, some key words pre-printed to start off identity circle.

### Challenge for more able pupils

**Activity 4 – 'Identity circle'**. Students will be able to expand their circle, giving reasons for positions in the identity circle, and recognise that this will change over time. What types of people would you consider who would not change their visual identity over time?



## Self-image & identity

### Learning style predominance of pupils:

(This space is left blank for the teacher to fill in)

### SEN provision:

(This space is left blank for the teacher to fill in)



**Learning style:**  
Discussion, research  
and written tasks



**Approximate  
time altogether:**  
1hr 30minutes



## Self-image & identity

### Activity 1

#### Key learning objectives:

- ✓ To be able to define what is meant by the phrase 'self-image and identity' and discuss the role self-image plays online.

#### Key learning outcomes:

Students will work in pairs to discuss the key question and explain what is meant by 'online identity'. They will be able to define the term 'self-image' and provide examples of making judgements based on an individual's self-image and identity. Students will understand that not everyone online is exactly who they say they are.

#### Key questions:

- 'What is self-image & identity?' (Who we think we are, how we define ourselves through the image we give and how others see us.)

#### What is your self-image?

##### Question: 'What is your self-image?'

Students to define what the term 'self identity' means to them (2 minutes). Afterwards, ask pupils to feedback their answer to a partner (2 minutes). As a class, discuss the possible differences between a person's online identity and how they present themselves in real life. Discuss why the online world may encourage people to change or alter their identity and when this may become a problem.

##### Teacher Note

*The online world can offer a level of anonymity that individuals can use to experiment and express certain feelings and avenues that they do not feel comfortable with in real life – almost like a disguise. Others use the internet as a means of connecting with different communities that share similar thoughts and interests to them. But then there are those that use the internet for much more sinister reasons.*

Split the class into groups of two. Group one must research and discuss the benefits of having a separate online identity from a real-life identity. Group two must research and discuss the risks of portraying a different identity online to a real-life identity. Groups must debate their answers.

To finish the activity, have a group discussion about what they have learnt. Are there any potential threats or dangers that haven't yet been discussed, such as bullying, abuse, grooming, etc?



#### Learning style:

Individual work,  
partner work,  
group work,  
discussion-led.



**Time taken:**  
20 minutes



## Self-image & identity

### Activity 2

#### Key learning objectives:

- ✓ To be able to define what an 'online influencer' is and their role in the online world.

#### Key learning outcomes:

Students will reflect on their own online activities and be able to describe some of the pressures that they may experience when using social media. Students will also understand that personal images can be photo-manipulated in order to coincide with these pressures.

#### Key questions:

- What is an online influencer?
- What role does an online influencer play on social media?
- What dangers can these influencers present on children and young people?
- How can social media be used for positive self-promotion?
- What does the term 'curate' mean?
- What does the term 'photo-manipulation' mean?



**Learning style:**  
Individual work,  
group work,  
research-led.



**Time taken:**  
20 minutes

#### Online Influencers

##### Question: 'What is an online influencer?'

Pupils to answer the question "what is an online influencer?" An online influencer is "a person with the ability to influence potential buyers of a product or service by promoting or recommending the items on social media."

Ask your pupils to list off any online influencers that they know of or follow on social media. As a class or in groups, annotate the types of content that they post. Do the images look staged? Are the photographs edited? Are they trying to sell or promote a lifestyle? Ask individuals to write down the positive and negative impacts of online influencers.

Next, ask pupils to analyse the content on an influencer's profile and investigate how they can use social media for positive self-promotion. Pupils to provide feedback to the class. Examples of online influencers social media profiles:

- Jake Paul (Instagram @Jakepaul)
- Zoe Sugg (Instagram @zoesugg)
- Katie Meehan (Instagram @\_katiemeehan)

##### **Teacher Note**

*Not all content online is damaging, but not all content is real either and it's important that children and young people know this and can identify material that is staged. If they choose to follow influencers online, remind them to question the reality of the content.*

Ask pupils what they think the term 'photo-manipulated' means. Answers may be based around using tools such as Photoshop. Ask your pupils to put their hands up if they have ever used photo-manipulating tools. Afterwards, discuss the likes of platforms such as Instagram and Snapchat that allow users to place filters over their photographs and videos that ultimately change how they look. Ask your pupils again if they have ever used photo-manipulating tools – you may see many more people raise their hands this time. In teams, discuss both the benefits and negative impacts of applying filters and manipulating photographs.





## Self-image & identity

### Activity 3

#### Key learning objectives:

- ✓ To be able to define what is meant by the phrase 'targeted advertising'.
- ✓ To understand how social media and websites use data to create tailored experiences.

#### Key learning outcomes:

Students will conduct research on their own online activities and begin to recognise a pattern between their personal interests and the content returned to them online. Students will begin to understand how companies use personal data to tailor online experiences and the reasons for doing so.

#### Key questions:

- What is a digital footprint?
- What is an 'explore' function on social media?
- What is 'targeted advertising'?
- How do companies use personal data?
- Why do companies use personal data?

#### Online advertisements

Your online actions shape what is known as your digital footprint, including the websites you visit, the comments you write and the content you interact with. Ask pupils to write down five interests that they research, share and interact with online, i.e. football, cars, beauty etc. Afterwards, ask your pupils to write down the types of:

- (1) advertisements they receive online and
- (2) the types of content returned to them on a social media stream, for example the 'explore' function on Instagram.

Ask pupils to compare and comment on the similarities between their personal interests and the types of information that they view online.

#### Teacher Note

*Companies use individual's online data to promote and sell targeted products or services with the aim of converting the user into a customer. For example, a person who follows beauty tutorials online might receive a targeted advertisement for the newest eyeshadow palette everyone is talking about. Social media sites also use individual's data to improve a user's experience. For example, a person who is interested in sports cars may have a timeline/explore function/suggested pages to follow related to sports cars.*



**Learning style:**  
Individual work,  
research-led.



**Time taken:**  
10 minutes



## Self-image & identity

### Activity 4

#### Key learning objectives:

- ✓ To be able to identify key parts of my own identity, including online.
- ✓ To be able to prioritise parts of my identity, including online.

#### Key learning outcomes:

Students will be able to identify, order and prioritise aspects of their identity, including the role their online identity plays. They will be able to reflect upon what is most important to them and why. Students will learn the importance of respecting others' opinions.

#### Key questions:

- What is important to you and why?
- Why have you ordered the circle in the way you have?
- What similarities do you have with others in the group?
- Do you think your online presence plays a major role in your identity?
- How does digital media positively and negatively impact your image?

#### My identity circle

Students to create an 'identity circle' following the format depicted below. Students must describe all the things that are important to them about their identity and place them in their identity circle. The most important people and experiences that shape their identity should go inside the circle. Other things that influence their identity but are not integral to their identity should go outside of the circle.

Ask pupils to reflect on their identity circle and answer the following questions:

- How does digital media and technology play a role in their identity?
- How does digital media positively impact their identity and experiences?
- How does digital media negatively impact their identity and experiences?



**Learning style:**  
Individual work,  
discussion and  
reflection.



**Time taken:**  
10 minutes





## Self-image & identity

### Activity 5

#### Key learning objectives:

- ✓ To be able to define key features of a person's physical appearance and explain how this may provide people with a judgement of who they are as a person.
- ✓ To understand why people may choose to experiment or alter their identity online.

#### Key learning outcomes:

Students can analyse key visual features of three people and are able to suggest reasons why they have made conclusions based on visual identity. Students will understand why it is wrong to stereotype and be able to explain how they can challenge stereotypes.

#### Key questions:

- What is a stereotype?
- Why is it wrong to enforce stereotypical ideas?



#### Learning style:

Paired work,  
group work,  
research-led.



#### Time taken:

30 minutes

#### Stereotypes presented online

##### Teacher resource provided: 'Mood Board'

In pairs, pupils must choose three people from the mood board and describe what visual image they portray to others. They must then give reasons why they have chosen those three images. As a class, reflect and discuss your pupil's answers and ideas. Were there many notable similarities between everyone's answers? Explain to the children that there is no right or wrong answer, but what they have just done is potentially base their ideas from stereotypes. A stereotype is "a widely held but fixed and oversimplified image or idea of a particular type of person or thing." In groups, ask pupils to note down all the stereotypes they can think of based on each profile described.

Next, ask pupils to use the internet to find three (recent) examples of stereotypes on social media and write a paragraph describing how they enforce stereotypical ideas, why this is wrong, and how they can challenge these stereotypes presented online.



#### PLENARY

As a class, discuss the importance of respecting diverse online communities and the positive impact this may have on a person's online reputation.



## Online relationships: what are they?

As described in the UKCCIS ‘Education for a Connected World’ framework, this unit “explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.”

### Lesson outline

This lesson explores how technology can be used as a tool for communicating with others. We will also discuss the potential risks of online relationships, including bullying, grooming and exploitation, and how pupils can identify the signs of an unhealthy relationship.

### Key learning outcomes

- ✓ Students will learn about the different kinds of online relationships, including ones that may put them at serious risk.
- ✓ Students will learn how to actively manage their own positive relationships online.

### Key words

- Platforms
- Profiles
- Opinions
- Representation
- Cyberbullying
- Catfishing
- Radicalisation
- Scams
- Online Grooming

### Resources

- Weblinks to articles and videos included within activities

### Differentiation

- Key words, dictionaries, templates for scaffolding written answers.

### Challenge for more able pupils:

**Activity 1 – ‘What are online relationships?’.** To create an informative guide about negative online relationships including how to spot the signs of a negative online relationship and the importance of peer-to-peer support and reporting procedures.



## Online relationships

**Learning style predominance of pupils:**

(This space is left blank for the teacher to fill in)

**SEN provision:**

(This space is left blank for the teacher to fill in)



**Learning style:**

Discussion, research  
and reflection



**Approximate  
time altogether:**

1hr 40minutes



## Online relationships

# Activity 1

### Key learning objectives:

- ✓ To be able to describe the positive and negative impacts of online relationships.
- ✓ To be able to give examples of negative online relationships.

### Key learning outcomes:

Students will be able to recognise potentially risky online relationships and reflect on their own online friendships. Students will be able to recognise the techniques groomers may use to manipulate victims and how they can challenge and report such incidents.

### Key questions:

- What is an online relationship?
- What are the positive and negative impacts of online relationships?
- How can you report negative online relationships?
- How do terrorist groups use social media to target victims?
- What is catfishing and what are the dangers?
- What does a fake profile look like?
- What is online grooming?
- What is online bullying?

### What are 'online relationships'?

#### Starter activity

Start the activity by encouraging pupils to be open about their own online activities. This will give you an insight into how your pupils use the internet to communicate and share content with others.

- How many friends and followers do they have online?
- Do they know these people on a personal level?
- Do they feel comfortable sharing their personal moments with strangers?
- Do they have any online friends that they communicate with regularly but don't know in real life?
- Are they happy to have online-only relationships?

#### Question: 'What are online relationships?'

Students to define what 'online relationships' are and to provide examples and how online relationships can be formed online (2 minutes). Afterwards, ask pupils to feedback their answer to a partner (2 minutes). As a class, discuss both the positive and negative impacts the internet can have on relationships.

Negative examples may include online grooming, online bullying, catfishing, exploitation and radicalisation.



**Time taken:**  
30 minutes



## Online relationships

### Activity 2

#### Key learning objectives:

##### To be able to...

- ✓ To be able to recognise what an unhealthy relationship may look like in an online setting.
- ✓ To know when and who to report negative online relationships to.

#### Key learning outcomes:

Students will be able to recognise an unhealthy relationship online and provide examples of why the relationship is unhealthy. Students will also learn about healthy online relationships. They will learn what support systems are in place within the school, at home and online if they wish to report an unhealthy relationship.

#### Key questions:

- What is a healthy online relationship? Give examples.
- What is an unhealthy online relationship? Give examples.
- What support is there within the school to report incidents?
- What support is there online to report incidents?
- What support is there in the community to report incidents?

#### Healthy and unhealthy online relationships

##### Recognising an unhealthy online relationship

Ask pupils to work in groups of 3-4. They must work together to create two spider-diagrams; one that discusses what a healthy online relationship is and another that discusses what an unhealthy online relationship may look like. As a class, reflect on each group's findings.

A healthy relationship is made of...	An unhealthy relationship may look like...
<ul style="list-style-type: none"> <li>• Trust.</li> <li>• Mutual respect.</li> <li>• Boundaries both parties agree with and are comfortable with.</li> <li>• Honest and open communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Forcing you to do something that you are uncomfortable with.</li> <li>• Verbally abusing you to make you feel upset or low.</li> <li>• Checking up on you constantly and getting upset or angry if you do not respond.</li> <li>• Coercing you into sending sexual images/videos of yourself.</li> <li>• Blaming you for their own abusive/negative actions.</li> <li>• Showcasing controlling or possessive behaviour.</li> <li>• Asking to keep the relationship hidden or secret.</li> <li>• Demanding passwords for online accounts.</li> </ul>

If they are unsure about an online relationship, or need advice and support, encourage them to always tell a trusted adult (either a parent, carer or teacher).

They can also ask for advice and support from online services such as [Childline](#), the [NSPCC](#) and [CEOP](#). In serious cases, children may need to contact the local police.



**Time taken:**  
20 minutes



## Online relationships

### Activity 3

#### Key learning objectives:

- ✓ To understand how you can use social media to encourage positive discussion and change amongst communities.
- ✓ To be able to give examples of when they have made a positive contribution online.

#### Key learning outcomes:

Students will learn what respect is and how they can be respectful to others online, even to those who have different thoughts, beliefs and opinions. Students will work in groups to research how social media is used to make positive change in the world.

#### Key questions:

- How can you use social media to instigate change?
- How can you use social media to encourage positive conversations?
- How can you use social media to challenge negative comments?
- What is respect?
- How can you be respectful to online communities?

#### Positive online behaviours

Some social media platforms, such as Twitter, encourage users to voice their thoughts and opinions and encourage conversations amongst communities. Ask pupils to give examples of where they have witnessed or used social media to make positive contributions to online debates and discussions.

Ask pupils to answer the question 'what is respect?'

Respect is when you take into consideration the feelings, wishes, or rights of others. There are many ways a person can show respect. Ask pupils to work in pairs and list all the ways in which a person can be mindful and respectful of others online.

In groups, ask pupils to research ways in which social media has been used to encourage positive change, such as the #Trashtag challenge and the #MeToo campaign.

[Examples of positive discussions online: [#Trashtag](#) & [#MeToo](#)]

Another example is the #10YearChallenge – although this challenge started off as an innocent game where people showcased the difference in their appearance before and after a 10 year period, environmental activists used this as an opportunity to exhibit the negative effects of global warming and other relevant issues in today's world.



**Time taken:**  
20 minutes





## Online relationships

### Activity 4

#### Key learning objectives:

- ✓ To understand what negative online sexual relationships are and the legalities around such issues.

#### Key learning outcomes:

Students will learn about 'sexting' and the implications of taking part in such activities. The class will take in turns to discuss why young people may feel pressured to engage in sexting and understand that they don't have to do anything that they are not comfortable with.

#### Key questions:

- What is sexting?
- What are the implications of sexting?
- Why might people engage in sexting?
- What are the laws around sexting?
- Are there any other examples of unhealthy online sexual relationships that you can think of? If yes, what are they and what are the dangers?
- What services, online and in the community, can you report to if such incidents arise?

#### Unhealthy online sexual relationships

Start the activity by asking pupils to think of all the terms they know that suggests sending a sexually explicit message, image or video and sending it to another person online.

*Answers: 'Sexting', sending 'nudes', sending a 'dick pick'.*

As a class, watch this sexting awareness video that was created in collaboration with Hampshire Constabulary.

**Context:** Megan Hinton was fourteen years old when she was tricked into sending a naked photo of herself. After being bullied for sending the photograph, she teamed up with Hampshire Constabulary to make an educational film about her story. Link: <https://youtu.be/DYP1dDSdbxl>

#### Reflection questions:

- What were the reasons for Megan sending the photo? *She felt valued, it felt 'normal' because others were doing it, she was trying to fit in with what her peers were doing at school.*
- What happened to the photo when it was sent? *The photo was screenshotted and sent to everyone in school.*
- What social platform did she send the photograph on? *She used Snapchat.*
- What should she have done instead of send the photograph? *Refused as she was not comfortable with the situation and reported/asked for advice from a trusted adult.*
- What have you learnt from watching this video?

#### Teacher Note

*The law states that it is illegal for anyone under the age of eighteen to possess, send, receive, or share a sexually explicit image of themselves or anyone else under the age of eighteen. Unfortunately, discussion around 'sexting' has become normalised therefore giving young people the impression that it is ok to engage in this behaviour. Young people may also think that the images and videos can easily go away, especially on platforms such as Snapchat and on live streaming services. However, this content can easily be screenshotted and shared wider than the intended audience, and it's important that they know this. The other girl involved committed an act of crime and will have a criminal record for what she did to Megan which also applies to anybody else who assisted.*



**Time taken:**  
30 minutes



## Online reputation: what is it?

As described in the UKCCIS ‘Education for a Connected World’ framework, this unit “explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology’s capacity to create effective positive profiles.”

### Lesson outline

This lesson discusses what an online reputation is, how it can affect us, and ways in which we can promote and maintain a positive online reputation. It also covers the topic of personal data and how information is gathered online to build a profile of us.

### Key learning outcomes

- ✓ To know strategies for keeping personal information safe online.
- ✓ To understand what a digital footprint is and how this can provide people/companies with the information necessary to build a profile of us.

### Key words

- Digital footprint
- Social profile
- Web cookies
- Personal data
- Privacy and security
- Terms and conditions
- Harvesting data

### Resources

- Weblinks to articles and videos included within activities
- Activity 5 – ‘The laws governing online behaviour’ activity sheet

### Differentiation

- Key words, dictionaries, templates for scaffolding written answers.

### Challenge for more able pupils:

**Activity 2** – In pairs, prepare a script that showcases how a negative online reputation can have a negative impact in an interview scenario. They will then showcase their scripts to the class.



## Online reputation

### Learning style predominance of pupils:

(This space is left blank for the teacher to fill in)

### SEN provision:

(This space is left blank for the teacher to fill in)



**Learning style:**  
Discussion, research  
and reflection



**Approximate  
time altogether:**  
1hr 20minutes



## Online reputation

### Activity 1

#### Key learning objectives:

- ✓ To understand what personal information is and describe techniques for keeping their personal information safe online.

#### Key learning outcomes:

Students will recognise how accessible their online information is if not protected. They will discuss the implications of sharing personal information online and be able to provide examples of when this might occur. Students will list strategies for protecting their personal information.

#### Key questions:

- What was the purpose of this experiment?
- How quickly were they able to find each customer's personal data?
- How did they find the customer's personal data?
- How did this experiment make you feel?
- What is oversharing?
- What are the implications of oversharing personal information?
- What strategies can you implement to protect your personal information?

#### How secure is your personal information?

As a class, watch the video commissioned by Action Fraud that highlights the concerns around oversharing personal information.

Link: <https://www.youtube.com/watch?v=yrjT8m0hcKU>

#### Reflection questions:

- What was the purpose of this experiment?
- How quickly were they able to find each customer's personal data?
- How did they find the customer's personal data?
- How did this experiment make you feel?

#### Question: 'What is oversharing?'

Students to define what the term 'oversharing' means in respect of their personal data (2 minutes). Afterwards, ask pupils to feedback their answer to a partner (2 minutes). As a class, discuss the risks involved in oversharing personal data online. Ask pupils to create a spider diagram of all types of personal information they can think of.

#### Teacher Note

*Personal information is information that is personally identifiable to you, and can include: Home addresses, phone numbers, school name, personal pictures and videos, pet names, dates of birth, banking information, locations, etc. Following on from this activity, ask pupils to think of strategies they can adopt to keep their personal information safe online.*

#### Top tips for students:

- Ensure passwords are secure to all online accounts and never shared with anyone, including friends.
- Never tag locations on statuses and photos they upload.
- They should always avoid sharing their personal information online, even if they are on a voice call or online gaming.
- They should keep their accounts private and check that they know who is on their friends list.
- They should not post material that can personally identify locations, such as street names or wearing a school uniform.



**Time taken:**  
20 minutes



## Online reputation

### Activity 2

#### Key learning objectives:

- ✓ To understand what my digital footprint is and how this can affect my online reputation.
- ✓ To understand how my digital footprint can have a negative impact on my online reputation.

#### Key learning outcomes:

Pupils will assess their own online activities and make a judgement about their online reputation based on what they have witnessed and engaged with. Pupils will discuss the importance of promoting a positive reputation online and explain why.

#### Key questions:

- What does your digital footprint look like?
- What is a digital footprint?
- What is your online reputation?
- How can your online reputation impact your real-life?
- Would you change anything about your digital footprint?
- Do you understand the importance of promoting a positive online reputation?

#### What is my digital footprint?

##### Dear diary:

As a homework task, ask pupils to create a diary of all the online activity they engage in over a twenty-four-hour period.

Ask them to write a summary of their online activity, and highlight the types of activities they engaged with most, such as texting or looking on social media channels.

##### Reflection activity:

As a class, reflect on their online activities and ask pupils why they think they have conducted this activity. Explain to them that everything they do online; every like, every share, every website visit makes up what is known as their 'digital footprint'. Their digital footprint plays a major role in shaping their online reputation, ultimately meaning that what they like and share can have either a negative or positive impact on their identity.

To finish the activity, ask pupils to look back at their online activities and answer the question "if I was a different person and I looked at my online activities, what judgement would I make of myself? And if the answer is negative, why?"

What would they change?



**Time taken:**  
10 minutes



## Online reputation

### Activity 3

#### Key learning objectives:

- ✓ To understand the role your online reputation plays in real life.
- ✓ To understand how a negative online reputation can have a negative impact on your friends, family and future.

#### Key learning outcomes:

Students will understand that their online profiles can be monitored by work establishments, future employers and universities, etc. Together, pupils will reflect on the ethics of an employer reviewing their applicants' online profiles. Students will list strategies for promoting a positive online reputation.

#### Key questions:

- How did Amy present herself when she initially walked into her interview?
- How did Amy's online profile present her in a negative way?
- What could Amy have showcased instead to promote a positive online reputation?
- What have you learnt from this exercise?
- Is it right for employers to look at applicant's social media profiles?

#### Interviewing my social media-self

**Context:** It is a known fact that some employers, colleges and universities check their applicants social media to create a rough judgement of them before progressing to the next stage.

Watch the awareness video created by Orange Digital Dirt that discusses the importance of online reputation and how a negative online reputation can affect future opportunities.

Link: <https://www.youtube.com/watch?v=irD6V7h-POU>

#### Reflection questions:

- How did Amy present herself when she initially walked into her interview?
- How did Amy's online profile present her in a negative way?
- What could Amy have showcased instead to promote a positive online reputation?
- What have you learnt from this exercise?

#### Extension activity:

Split the class into groups of two. Nominate one group to discuss why it's important for employees to check their applicants online profiles and the other group to discuss why employers shouldn't check their applicants online profiles. Both groups must fight their case in order to persuade you (the teacher) who will then make a final decision.

Finish the lesson by discussing the importance of positive self promotion and how this can present more opportunities for children and young people. Discuss how a negative online reputation however, can also have a negative impact on friends, family, the school and future opportunities as discussed in this exercise.



**Time taken:**  
30 minutes





## Online reputation

### Activity 4

#### Key learning objectives:

- ✓ To be able to implement strategies for promoting a positive online reputation.
- ✓ To be able to assess my own online profiles and make changes to anything that may have a negative impact on my online reputation.

#### Key learning outcomes:

Students will work in groups to list all the methods they can think of which can help them promote a positive online reputation. They will be able to explain why it is important to promote a positive online reputation and make changes to their own online presence to reflect that.

#### Key questions:

- What can you do to manage a positive online reputation?
- What can you change about your own online accounts?

#### Promoting a positive online reputation

In groups of 3-4, ask pupils to create a spider diagram of all the ways they can promote a positive image online. This may include sharing achievements, such as charity work or success in their outer-school activities. Being kind and respectful to others online is also crucial in promoting a positive reputation.

However, before anybody can begin to promote a positive online reputation, they must first assess their current online presence and attempt to remove anything that may have a negative connotation.

#### Homework activity:

For homework, ask the children to follow these steps, with the help of a trusted adult:

1. Check their social profiles and delete anything that may showcase negative behaviour, including pages, groups, photographs, videos and comments.
2. Check their friends list and remove anybody they do not know.
3. Change their profile settings to 'private' so that people they do not know can't access their online information.
4. Google themselves. Is there anything online about them that they didn't know about. If negative, attempt to get it removed.

Get the children to write a short summary about how they found this task.



**Time taken:**  
20 minutes



## Online reputation

### Activity 5

#### Key learning objectives:

- ✓ To be able to identify key laws that govern online behaviours and reputation.
- ✓ To understand the implications of breaking said laws.

#### Key learning outcomes:

Students will work in pairs to assess and understand what laws govern online behaviours. They will conduct research on those laws and understand the implications of breaking those laws in an online setting.

#### Key questions:

- What are the key laws that govern online behaviours and reputation? Give examples.
- What do the laws cover?
- What are the criminal implications of breaking those laws?

#### The laws of online behaviours

**Teacher resource provided: 'The laws governing online behaviour' activity sheet.**

Pupils should work in pairs to research the following laws which govern online behaviours and reputation:

- Sexual Offences Act 2003
- Communications Act 2003
- Protection from Harassment Act 1997
- Equality Act 2010
- The Computer Misuse Act 1990

After researching the laws, print off the resource and ask pupils to match the law title to the correct law.

For further support visit the NSPCC website ([www.nspcc.org.uk](http://www.nspcc.org.uk)).



**Time taken:**  
20 minutes



## Online bullying: what is it?

As described in the UKCCIS ‘Education for a Connected World’ framework, this unit “explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.”

### Lesson outline

Online bullying, also known as ‘cyberbullying’, is any form of bullying that takes place using technology. Online bullying is different to physical bullying, but the effects can be just as damaging. The internet offers a level of anonymity which can provide individuals with the opportunity to be involved in negative online behaviour with limited risk of getting caught/revealing their identity.

### Key learning outcomes

- ✓ Understand the term ‘cyberbullying’.
- ✓ Pupils will learn how to be respectful to others online, be aware of all the ways people can showcase negative behaviour online, and know how to record and report negative online behaviours.

### Key words

- Online bullying
- Cyberbullying
- Technology
- Racism
- Discrimination
- Sexism
- Homophobia
- Trolling

### Resources

- Weblinks to articles and videos included within activities

### Differentiation

- Key words, dictionaries, writing frames, some key words pre-printed.

### Challenge for more able pupils:

**Activity 2** - Ask pupils to create a survey they aims to help the school understand what knowledge their pupils have on online bullying, and how the school can make changes to improve reporting systems in the school, and peer support, etc.



## Online Bullying

### Learning style predominance of pupils:

(This space is left blank for the teacher to fill in)

### SEN provision:

(This space is left blank for the teacher to fill in)



#### Learning style:

Discussion, research,  
presenting



#### Approximate time altogether:

2hrs



## Online Bullying

### Activity 1

#### Key learning objectives:

- ✓ To understand what online bullying is and provide examples of when they might have witnessed negative behaviours online.
- ✓ To assess the severity of bullying incidents online and the impact this can have on the victim.

#### Key learning outcomes:

Students will learn about different kinds of bullying behaviours online, such as racism, sexism, exclusion, homophobia and discrimination.

#### Key questions:

- What is cyberbullying?
- What are the impacts cyberbullying can have on the victim?
- What can you do to support victims of cyberbullying?

#### 'In Real Life' video questions:

- How did this social experiment make you feel?
- Did you understand the purpose of this experiment?
- The script was taken from real-life comments that were found online. Have you witnessed these types of behaviours online? If yes, where?
- What can you take from this video?

#### What is 'cyberbullying'?

##### Question: What is 'cyberbullying'?

Students to define what the term 'cyberbullying' means and how bullying can change as individuals get older (2 minutes).

Afterwards, ask pupils to feedback their answer to a partner (2 minutes).

As a class, discuss the negative impacts this may have on the victim and the abuser, and discuss potential reasons why the bully may engage in these negative behaviours.

Watch the '[In Real Life](#)' campaign video and pose the key questions listed to the class. Link:

[https://www.youtube.com/watch?v=URvC6T\\_xhE0&t=1s](https://www.youtube.com/watch?v=URvC6T_xhE0&t=1s)

#### Extension quiz

Get pupils to answer the following questions:

- What is 'online bullying'?
- List three ways you can report negative online behaviour and abuse.
- If you created a fake profile with the intent to abuse others online, you will never be found out. True or **false**?
- What is homophobia?
- What is racism?
- What is sexism?
- What is discrimination?
- What is respect?
- What is trolling?



**Time taken:**  
30 minutes



## Online Bullying

### Activity 2

#### Key learning objectives:

- ✓ To be able to describe the similarities and differences of online bullying and bullying in real life.
- ✓ To learn how to challenge negative online behaviours and understand what support service there are that can support me.

#### Key learning outcomes:

Students will work in groups to create an impactful script and video for young people that discusses the negative impacts of bullying and what they can do to stop bullies.

#### Key questions:

- What is online bullying?
- What are the key platforms that may encourage these behaviours?
- Why might a person feel the need to bully others?
- What support is there in the community that can help support victims of bullying?
- What can people do to challenge negative online behaviours?

#### Cyberbullying awareness story

Most of your pupils will be aware of the social platforms 'Snapchat', 'Facebook' and 'Instagram'. All of these platforms have a feature known as a 'story' that allows users to post photographs and videos with text on that their friends and followers can view. Ask pupils to work in groups of 3-4 to create a pitch for a story that covers:

- What online bullying is.
- How online bullying is different from bullying in the real world.
- Examples of devices and platforms that bullies can use to abuse others.
- How to help others who are being abused online and ways in which an individual can challenge negative online behaviour.
- What a person can do if they are experiencing bullying.
- How to spread positive messages and overcome online bullying.

As an additional activity, the children could record their 'stories' on a device and share with the class.



**Time taken:**  
40 minutes





## Online Bullying

### Activity 3

#### Key learning objectives:

- ✓ To understand what the term 'disinhibition' means.
- ✓ To be able to explain the implications of being disinhibited.
- ✓ To understand what support systems are in place in the community to support victims of bullying and report incidents of bullying.

#### Key learning outcomes:

Students will discuss the risks of disinhibit online activity and how this may impact themselves and others online. In pairs, pupils will create an informative poster that encourages pupils within the school to seek help if they are experiencing bullying and how they can report online bullying.

#### Key questions:

- What does the term 'disinhibition' mean?
- What are the implications of showcasing disinhibit behaviours?
- What routes can you take to report bullying behaviours at home and in school?
- Why can cruelty and unpleasant behaviours escalate quickly online?

#### Disinhibition

Write the term 'disinhibition' on the wall so all the class can see. Ask all children to write down what they think the term means on a Post-It note and to stick it on the wall. Read out your pupils answers.

#### Teacher Note

*Disinhibition is the act of carelessly showcasing negative or rude behaviour due to:*

- *Not assessing the situation properly and the consequences of their actions*
- *Responding or acting out of impulsiveness*
- *A lack of understanding of social etiquette and knowing what is right and wrong*

In pairs, ask pupils to create a poster that assesses the routes for reporting bullying in and outside of school. This can include:

- Report functions to online services such as Childline
- Report to local police
- Peer support
- Trusted adults at home
- School DSL/trusted adult at school

Provide access to [Childline](#), [NSPCC](#) and [CEOP](#) websites

As a class, discuss why using multiple reporting systems is more effective. Having the support from multiple services will help you to resolve the issue quicker and will also provide you with the advice and help needed move on.



**Time taken:**  
20 minutes



## Online Bullying

### Activity 4

#### Key learning objectives:

- ✓ To be able to describe the laws that govern online behaviours.
- ✓ To be able to describe the implications of breaking said laws.
- ✓ To know how to report incidents that may imply one of these laws have been broken.

#### Key learning outcomes:

Students will work in pairs to create a presentation that discusses their chosen law. They will be able to describe what the law is, what the implications are of breaking the law, and how and where to report incidents that may imply the law has been broken.

#### Key questions:

- What are the laws that govern online behaviours?
- Can you give examples of when these laws may be broken (in an online setting)?
- Can you describe the consequences of breaking these laws?
- When should you report incidents that imply a law has been broken and who should you report the incidents to?

#### The laws of online bullying

Ask pupils to work in pairs. Each pair must be given a law from the list below. These are just some of the laws that govern negative online behaviour.

- Communications Act 2003 Section 127
- Protection from harassment Act 1997
- The Malicious Communications Act 1988
- Equality Act 2010
- The Computer Misuse Act 1990
- The Protection of Children Act 1978
- The Criminal Justice Act 1998
- Sexual Offences Act 2003
- Digital Economy Act 2017
- Defamation Act 2013
- Education Act 2011

Provide access to computers or tablets for research purposes.

Each pair must create a snappy two minute presentation that summarises what the law is, how it is relevant to online bullying and what can happen if you were to break those laws, including an example.



**Time taken:**  
30 minutes



## Managing online information: what is it?

As described in the UKCCIS ‘Education for a Connected World’ framework, this unit “explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.”

### Lesson outline

This lesson looks at the how online information is found and used. It also looks at how social media and the internet can warp or create false perceptions about certain ideas, beliefs and opinions.

### Key learning outcomes

- ✓ Students will learn strategies for effective searching, critical evaluation and ethical publishing.

### Key words

- E-commerce
- Online marketplace
- Fake news
- Hoax
- Connectivity
- The Internet of Things
- Echo chamber

### Resources

- Weblinks to articles and videos included within activities

### Differentiation

- Key words, dictionaries, templates for scaffolding written answers.

### Challenge for more able pupils:

**Extension activity.** Ask students to research and explain what ‘search engine rankings’ are and how they work. They will be able to explain what techniques can be used to influence an individual’s decision.



## Managing online information

**Learning style predominance of pupils:**

(This space is left blank for the teacher to fill in)

**SEN provision:**

(This space is left blank for the teacher to fill in)



**Learning style:**

Discussion, research,  
creative



**Approximate  
time altogether:**

1hr 20mins



## Managing online information

### Activity 1

#### Key learning objectives:

- ✓ To define what the term connectivity means.
- ✓ To be able to explain how personal information can be gathered without consent and what affects this may have.

#### Key learning outcomes:

Pupils will understand what the term connectivity means and how this may affect them. They will be able to provide a balanced argument about the ethics of companies using individual's data and understand that personal data may be taken without consent.

#### Key questions:

- What is connectivity?
- What is The Internet of Things?
- Why do companies use personal data?
- What are the ethics of using individual's personal data online?
- What are 'terms and conditions'?
- Why is it important to read the terms and conditions?

#### The Internet of Things

##### Question: What is 'connectivity'?

Students to define what the term 'connectivity' means in relation to The Internet of Things (2 minutes). Afterwards, ask pupils to feedback their answer to a partner (2 minutes). As a class, discuss the ethics of companies using and sharing data without consent.

As a class, read the BBC News article 'Can you trust FaceApp with your face?' July 2019.

Link: <https://www.bbc.co.uk/news/technology-49018103>

##### Reflection questions:

- What are 'terms and conditions'?
- Do you read the terms and conditions?
- Why is it important to read the terms and conditions?



**Time taken:**  
20 minutes



## Managing online information

### Activity 2

#### Key learning objectives:

- ✓ To be able to describe the benefits of online marketplaces.
- ✓ To be able to assess the benefits and limitations of e-commerce.

#### Key learning outcomes:

Students will be able to describe what an online marketplace is and how they can provide opportunities for individuals and small businesses. Students will work in pairs to discuss the benefits and limitations of e-commerce.

#### Key questions:

- What is an online marketplace? Give examples.
- What opportunities can marketplaces provide for companies?
- What does the term e-commerce mean?
- What are the benefits of e-commerce?
- What are the implications of e-commerce?

#### Online marketplaces

Write down 'Amazon', 'eBay' and 'ASOS' on the board. Ask your pupils to discuss how they are all connected.

**Answer:** They are connected because they are all considered as an online marketplace. An online marketplace is a host site where products and services are sold by third parties which can be small independent businesses or even heavily-recognised established companies.

#### Questions:

- What opportunities can this provide companies, particularly small businesses and individuals?
- What does the term e-commerce mean? E-commerce is a commercial transaction conducted electronically on the internet.

Working in pairs, ask pupils to create a table listing the benefits and limitations of e-commerce.

Benefits of e-commerce	Limitations of e-commerce
<ul style="list-style-type: none"> <li>• You can sell to anyone in the world.</li> <li>• Opportunities to gain new customers.</li> <li>• It's 24/7</li> <li>• Individuals are going online to buy what they need.</li> </ul>	<ul style="list-style-type: none"> <li>• Doubts about authenticity and security.</li> <li>• Scammers and fraud.</li> <li>• Product shipping time.</li> <li>• It's a competitive market.</li> <li>• Website issues.</li> <li>• Customers can be impatient.</li> </ul>



**Time taken:**  
20 minutes





## Managing online information

### Activity 3

#### Key learning objectives:

- ✓ To understand what the term fake news means and what role this plays online.
- ✓ To be able to use techniques to assess the validity of the content that I access online.
- ✓ Refine online searches to help find key information relevant to their task.

#### Key learning outcomes:

Pupils will create a poster that highlights the concern of fake news and hoaxes online and list strategies for assessing the validity of content they access online.

#### Key questions:

- What is fake news?
- What is a hoax?
- What role does fake news play online?
- What is an echo-chamber?
- How can an echo-chamber encourage the spread of fake news?
- Why does false news circulate rapidly across social media?
- What are social bots?
- What role do social bots play online?

#### Fake news and hoaxes

As a class, watch the following videos created by the BBC in 2018 that discusses what fake news is and how to identify fake news. Links:

<https://www.bbc.co.uk/news/av/technology-46149888/what-is-fake-news-and-how-can-you-identify-it>

<https://www.bbc.co.uk/news/av/world-us-canada-41893516/how-to-spot-a-hoax>

Watch the videos again, this time asking your pupils to write down as much information as they can. Using the information they have gathered, they must create a poster that describes what fake news is, with examples, and describe how to identify a fake news story.

**Development:** Ask pupils to use search engines to research more upon the topic of fake news. Explain that search engines have become a prominent tool in everyday life, however, are your pupils aware of the features available to help them get the answers they need? Ask pupils to demonstrate how they can refine searches in order to obtain information relevant to the task. Students will be able to refine search phrases with additional functions (e.g. +, "AND", "NOT", "OR"). These tools are used to connect and define the relationship between your search terms to either narrow or broaden your record sets.

#### Reflection questions:

- How can echo-chambers encourage false news?
- Why does false news circulate rapidly across social media?

Nominate a pupil to write down and read out three things about themselves – one of them must be a lie. The class must guess which of the three points is false. They have the opportunity to ask three questions to help them towards an answer. Explain to the class that this activity aims to highlight how easy it is to create fake information, and in some cases, make it sound honest and believable.



**Time taken:**  
40 minutes



## Health, wellbeing and lifestyle: what is it?

As described in the UKCCIS 'Education for a Connected World' framework, this unit "explores the impact that technology has on health, wellbeing and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them."

### Lesson outline

Social media is often scrutinised as having a negative impact on children's mental health. Whilst currently there is not enough evidence or research to say whether this is true or not, there are certain 'modern pressures' connected with social media which young people need to be aware of.

### Key learning outcomes

- ✓ Understand and implement strategies for maintaining a healthy relationship with their devices.

### Key words

- Wellbeing
- Mental health
- Lifestyle
- Glamourize
- Blue light
- Device addiction
- Gaming addiction
- Social media influencers

### Resources

- Weblinks to articles and videos included within activities

### Differentiation

- Key words, dictionaries, writing frame table for Activity 2, key words printed.

### Challenge for more able pupils:

**Activity 3 – The pros and cons of wellbeing apps.** Ask pupils to research a website, app or social account that intends to improve health, wellbeing or lifestyle (fitness trackers, wellness apps, etc.) Get pupils to assess the validity of the content based on what they have learnt earlier in the lesson.



## Health, wellbeing and lifestyle

### Learning style predominance of pupils:

(This space is left blank for the teacher to fill in)

### SEN provision:

(This space is left blank for the teacher to fill in)



**Learning style:**  
Discussion, research  
and evaluation



**Approximate  
time altogether:**  
1hr



## Health, wellbeing and lifestyle

### Activity 1

#### Key learning objectives:

- ✓ To be able to identify and discuss the benefits and negative impacts technology may have on my health, wellbeing and lifestyle.
- ✓ To be able to give examples of when technology can have a negative impact on my health, wellbeing and lifestyle.

#### Key learning outcomes:

Pupils will describe the ways in which technology can positively influence health, wellbeing and lifestyle. Pupils will also be able to describe ways in which technology can negatively impact health, wellbeing and lifestyle and provide examples.

#### Key questions:

- Do you think social media and technology have negatively impacted your health? If so, why and how?
- What are the benefits of technology on health, wellbeing and lifestyle?
- How can technology negatively impact health, wellbeing and lifestyle?
- What is harmful advice and how can you identify it?
- What are the potential risks of seeking harmful advice?

#### The good, the bad and the ugly

Ask pupils to create a table with two columns titled 'The benefits of technology' and 'The negative impacts of technology'. In pairs, pupils should work together to complete this table.

The benefits of technology	The negative impacts of technology
<ul style="list-style-type: none"><li>• Easy to access support and help.</li><li>• Sustaining friendships and making connections.</li><li>• A sense of belonging.</li><li>• Challenge and raise awareness of certain issues.</li></ul>	<ul style="list-style-type: none"><li>• Damage to self-esteem and body image.</li><li>• Harmful advice and information.</li><li>• Addiction and compulsive checking.</li><li>• Online bullying and abuse.</li><li>• Constant engagement.</li></ul>

Print off the three news articles provided (links below) and place a copy on every table. Ask pupils to read the articles and answer the question "Does technology and social media have a negative impact on mental health, wellbeing and lifestyle?" Pupils must discuss both the positive and negative impacts of technology and social media and write a conclusion based on their opinion.

"Instagram helped kill my daughter" BBC News, reported by Angus Crawford, January 2019, link:

<https://www.bbc.co.uk/news/av/uk-46966009/instagram-helped-kill-my-daughter>

"No Fortnite for a fortnight 'prescribed' by TV GP to 11-year-old boy" BBC News, April 2019, Link:

<https://www.bbc.co.uk/news/uk-england-leeds-47788688>

"Selfie deaths: 259 people reported dead seeking the perfect picture" BBC News, October 2018, Link:

<https://www.bbc.co.uk/news/newsbeat-45745982>



**Time taken:**  
20 minutes



## Health, wellbeing and lifestyle

### Activity 2

#### Key learning objectives:

- ✓ To be able to identify and support peers who may be experiencing difficulties.

#### Key learning outcomes:

Students will know the signs and symptoms of recognising a person who may be experiencing difficulties online and be able to offer their support.

#### Key questions:

- What is mental health?
- How can technology and social media play a role in mental health?
- How can you recognise if a person is experiencing difficulties online?
- What services are there in the community that can support those experiencing difficulties?

#### Mental health awareness

Everybody has a mental health. Unfortunately, some people may experience low episodes, anxiety and depression more frequently than others, and this can be as a result of a number of risk factors. It's important for young people to understand that it's normal to feel sad, and it's not something they should be ashamed of or embarrassed by. However, if the sadness or low mood is frequent, it's a sign that they need to receive help and support.

#### Teacher Note

*As a class, list all the ways of potentially recognising someone with mental health difficulties. Answers may include: feeling sad or down, confused or overwhelmed, excessive fears or worries, withdrawal from friends and activities, tiredness, low energy, issues with sleep (too much or too little), inability to cope with daily problems, thoughts of suicide, anger and violence, changed eating habits, etc. It's important that young people know everybody's experiences with mental health are different, but if things don't feel right, they should tell a trusted adult.*

In terms of the online world, it's important for young people to have regular breaks from social media and devices. Less time on devices means less exposure to online risks. They should not let their device usage effect their sleeping. They should know that not everything they see online is real and be able to identify when this is the case.

Watch the two social campaign videos created by mental health charity Time to Change and assess their impact. In pairs, discuss other routes for helping peers who may be experiencing difficulties. Links:

<https://twitter.com/TimetoChange/status/1131531476573544449>

<https://twitter.com/TimetoChange/status/1129054106516115456>

For further information and advice, head to the NSPCC website. Link: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/mental-health-suicidal-thoughts-children/>



**Time taken:**  
20 minutes



## Health, wellbeing and lifestyle

### Activity 3

#### Key learning objectives:

- ✓ To assess the pros and cons of websites, apps and social accounts that intend to promote positive wellbeing.
- ✓ To be able to assess whether a website, social account or app is presenting honest, reliable and accurate health information.

#### Key learning outcomes:

In pairs students will create a table that discusses the pros and cons of health apps. Students will have created a list that suggests all the criteria for assessing the accuracy of information on health sites, social accounts and apps.

#### Key questions:

- Give examples of health websites, apps and social accounts.
- What are the pros of health apps?
- What are the cons of health apps?
- How would you be able to assess the accuracy of the information?
- What are the potential risks of seeking inaccurate or harmful advice?

#### The pros and cons of health and lifestyle apps

In pairs, ask pupils to discuss the benefits and negative impacts of sites or apps that intend to promote positive wellbeing, such as wellness apps, fitness trackers, and meditation/relaxation apps. Feedback to the class.

Examples may include:

Pros of health apps	Cons of health apps
<ul style="list-style-type: none"><li>• Information is readily available.</li><li>• Educational.</li><li>• Can offer useful and helpful advice.</li></ul>	<ul style="list-style-type: none"><li>• Data privacy.</li><li>• Inaccurate and unhealthy information, such as self-harm, eating disorders and suicide.</li><li>• Lack of regulation.</li></ul>

In separate pairs, list criteria for assessing the accuracy of health sites. For example:

- Read the descriptions.
- Read the reviews and user rating.
- Test the app.
- Talk it through with an adult.

In groups of 3-4, assess the risks of seeking help or advice from social media and sites that offer biased and inaccurate health information.



**Time taken:**  
20 minutes



## Privacy and security: What is it?

As described in the UKCCIS ‘Education for a Connected World’ framework, this unit “explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.”

### Lesson outline

This lesson discusses the importance of privacy and security. We will look at how personal information can be found online and how it can be used, saved and shared by others.

### Key learning outcomes

- ✓ Students will understand how their personal information is collected and used.
- ✓ Students will be able to implement strategies to help keep their personal information safe.

### Key words

- Privacy
- Security
- Consent
- Malware
- Spyware
- Viruses
- Ransomware
- Adware
- Trojans

### Resources

- Weblinks to articles and videos included within activities
- Activity 2 – Hacking and malicious software worksheet

### Differentiation

- Key words, dictionaries, templates for tables, key words pre-printed.

### Challenge for more able pupils:

**Extension activity.** Discuss and debate the ethics of China’s surveillance system.





## Privacy and security

**Learning style predominance of pupils:**

(This space is left blank for the teacher to fill in)

**SEN provision:**

(This space is left blank for the teacher to fill in)



**Learning style:**  
Discussion,  
assessment



**Approximate  
time altogether:**  
50 mins



## Privacy and security

### Activity 1

#### Key learning objectives:

- ✓ To be able to define what a 'web cookie' is and how online information can be tracked and used by others.
- ✓ To be able to give examples of security risks and implement strategies for preventing those risks.

#### Key learning outcomes:

Students will learn how information online can be tracked and used by others, as well as be able to comment on unethical use of personal data. Pupils will be able to list off situations online that can put their privacy at risk and be able to provide preventative strategies on preventing those risks from occurring.

#### Key questions:

- What are web cookies?
- What does 'unethical' mean?
- What is unethical use of data?
- What is the law around data protection?
- Where can you report concerns regarding your data?
- What is malware? How does it work? What are the dangers of malware?
- How can you keep your personal data safe online?

#### Privacy and security

##### Question: What are 'web cookies'?

Students to define what the term 'web cookie' means and what they do (2 minutes). Afterwards, ask pupils to feedback their answer to a partner (2 minutes). As a class, discuss the ethics of collecting data without consent (adware).

##### List of potential privacy risks:

- Online payments
- Terms and conditions
- App permissions
- Online scams
- Targeted advertising
- Website security

Ask pupils to draw a two-column table. For the first part of the task, ask pupils to use the left column to describe a potential risk factor from the list above. Next, students must pass their table to the person next to them. This time, they must write a preventative strategy in column two. Repeat this activity five more times. Ask pupils to feedback to the class.

##### Example:

Risk factor	Preventative strategy
I have entered a new website and I'm unsure it is safe.	Check the web address for 'https' or the padlock symbol.

Strategies for managing and improving security: Anti-virus software, adware blockers, security patches, security questions, Captcha, biometrics, dual-factor authentication, remove web-cookies, change password storage, use incognito browsing.

##### Feedback questions:

- How is your internet use monitored at home and school?
- Who monitors internet use? What are the benefits of monitoring use?
- What are the positive and negative aspects of monitoring internet use?
- Do you think it is fair that companies monitor internet searches and usage of the internet of employees?



**Time taken:**  
30 minutes



## Privacy and security

### Activity 2

#### Key learning objectives:

- ✓ To be able to define the term 'hacking' and the dangers this presents.
- ✓ To understand what malicious software is, what it does, and how it can affect me.

#### Key learning outcomes:

Students will be able to describe different forms of malicious software, how it is implemented and the risk it can cause. Pupils will have created a diagram that explains what hacking is, the risk associated with hacking and how this can impact individuals.

#### Key questions:

- What does the term 'malicious software' mean?
- What is a virus?
- What is malware?
- What is adware?
- What are trojans?
- What is spyware?
- What is hacking?
- What impact can hacking have on victims?
- What online services support victims of hacking and malicious software?
- What strategies can you think of to help improve privacy of your personal data?

#### Hacking & malicious software

**Teacher resource included: 'Hacking and malicious' software worksheet.**

Print off the 'Hacking and malicious software' worksheet. In pairs, ask pupils to match the malicious software to its correct definition.

Risk	Definition
Virus	
Malware	
Adware	
Trojan	
Spyware	

Ask pupils to create a spider diagram with the title 'hacking'. Ask pupils to write down what the term 'device-hacking' means, how people may use dedicated software to complete these malicious acts, and how this can impact individuals.

#### Teacher Note

*It's important for young people to understand that devices connected to the internet can be compromised, especially if using a public/unprotected network. This may involve seeing through cameras, tracking activity, listening to conversations and controlling smart phones and toys. As a result of this, it's important to cover cameras when not in use, and switch devices off when they are not in use.*



**Time taken:**  
20 minutes



## Copyright & ownership: what is it?

As described in the UKCCIS ‘Education for a Connected World’ framework, this unit “explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.”

### Lesson outline

This unit helps students understand the terms ‘copyright’ and ‘ownership’ in respect of online content and will cover the laws governing copyright and ownership. As a result, pupils will learn how to protect the work that they create and be able to credit the rights of others.

### Key learning outcomes

- ✓ Understand the concept of software and content licensing.
- ✓ Understand that online content can be viewed and downloaded illegally.
- ✓ Give examples of illegal access or downloading and identify consequences to both creator and user.
- ✓ Understand what is meant by the ‘Creative Commons’ license.
- ✓ Understand common terms used in copyright and ownership.

### Key words

- Copyright
- Ownership
- Creative Commons License
- Attribution
- Non-Commercial
- No derivative works
- Share-A-Like

### Resources

- Weblinks to articles and videos included within activities
- Activity 2 – Copyright case study examples (2 & 3)
- Activity 4 – ‘Copyright symbols match’ activity

### Differentiation

- Key words, dictionaries, templates for tables, key words pre-printed, match cards pre-printed.

### Challenge for more able pupils:

**Activity 3 – ‘Grumpy Cat’.** Using the ‘Power of 3’ approach, students should also use a range of strategies in their presentation, including: emotive language, rhetorical questions, undermine opposing views, anecdotes, direct address, exaggeration.



## Copyright & ownership

**Learning style predominance of pupils:**

(This space is left blank for the teacher to fill in)

**SEN provision:**

(This space is left blank for the teacher to fill in)



**Learning style:**

Discussion, research,  
reflection



**Approximate  
time altogether:**

1hr 10mins



## Copyright & ownership

### Activity 1

#### Key learning objectives:

- ✓ To be able to define what is meant by the term 'copyright'.
- ✓ To provide examples of accessing and sharing copyrighted material without consent.

#### Key learning outcomes:

Students will understand the key question and be able to explain what is meant by the term copyright.

#### Key questions:

- What is 'copyright'?
- What is the meaning of 'attribution'?
- What is the meaning of 'non-commercial'?
- What is the meaning of 'no derivative works'?
- What is the meaning of 'share a like'?

#### Think, Pair, Share

##### Question: What is 'copyright'?

Students to define what the term 'copyright' means and its role in the online world (2 minutes).

Define what the term 'plagiarism' means and its role in the online world.

Afterwards, ask pupils to feedback their answer to a partner (2 minutes).

As a class, discuss the risks of accessing illegal copyrighted material like for example illegal streaming, pirate sites, torrent sites and peer-to-peer sharing.



**Time taken:**  
5 minutes





## Copyright & ownership

### Activity 2

#### Key learning objectives:

- ✓ To understand why things are copyrighted and the role copyright plays in the online world.
- ✓ To provide examples of when copyright concerns may occur.

#### Key learning outcomes:

Students will be able to give examples of content that are subject to copyright, including - original literary, dramatic, musical and artistic work. This includes illustration and photography, original non-literary written work, such as software, web content and databases, sound and music recordings, film and television recordings, broadcasts, the layout of published editions of written, dramatic and musical works. Students will be able to give examples of where they may need to consider copyright and will become familiar with the key vocabulary associated with copyright.

#### Key questions:

- (see questions in the activity)

#### What is copyright?

#### Teacher resources provided: Case studies examples (2 & 3).

Students to work in small groups to discuss and answer the following questions. They must give a justifiable reason for their answers.

**Case study one:** Lottie B' is a professional singer. She has made an album of her own original tracks and these are available to download on Spotify. Somebody finds her music and downloads the album. They upload the songs to their latest YouTube video and share it to their followers.

Question: Is this fair use of her music, and does it respect the copyright of Lottie B's music?

*Answer: This is unfair use of her music. All music played in public requires permission of the music's copyright holders before it can be featured.*

**Case study two:** Taylor is researching Henry VIII as part of his history assignment. He wanted to add some pictures to his work. He finds a picture and signature and adds it to his work.

Question: Look at Taylor's work (print-off resource). From the information given, would he be able to use these images in his assignment?

*Answer: He can use them as they are in the public domain and contain no original authorship. It explains that the files are ineligible for copyright.*

**Case study three:** Sophie is searching for images to add to her research document for her college art project. She finds an image on Wikipedia that she would like to use. (See image provided)

Question: Based on the information provided, is she allowed to use the image?

*Answer: Yes if she is commenting on the work, the genre or techniques used to create the work, or the school to which the artist belongs to.*



**Time taken:**  
20 minutes





## Copyright & ownership

### Activity 3

#### Key learning objectives:

- ✓ To be able to understand the phrase 'infringement of copyright'.

#### Key learning outcomes:

Students will be able to use a range of persuasive techniques in order to present an argument to answer the key question "Should Grumpy Cat be compensated for infringement of copyright?"

#### Key questions:

- What is meant by infringement of copyright?
- Should Grumpy Cat be compensated for infringement of copyright?

#### Grumpy Cat

Watch the following video:

[https://www.youtube.com/watch?v=WpigZ\\_xBDIE](https://www.youtube.com/watch?v=WpigZ_xBDIE)

As a class, read the extract from the news article resource.

'Grumpy Cat wins \$710,000 payout in copyright lawsuit'

Extract taken from BBC News, January 2018.

(Link: <https://www.bbc.co.uk/news/world-us-canada-42808521>)

Students to work in groups of 3-5. In each group, give the pupils different roles such as lawyer, judge and jury. Explain that they're involved in Grumpy Cat's court case and should answer the question 'Should Grumpy Cat be compensated for infringement of copyright?'

Students must use persuasive techniques. Students have 20 minutes to construct an answer then present to the class.



**Time taken:**  
25 minutes



## Copyright & ownership

### Activity 4

#### Key learning objectives:

- ✓ To be able to define the concept of plagiarism.
- ✓ To be able to identify copyright symbols and what they stand for.

#### Key learning outcomes:

Students will be able to give specific examples of the types of work subject to copyright and become familiar with the key vocabulary and symbols used to describe types of work that are copyrighted.

#### Key questions:

- What do we mean by copyright?
- Name two types of work that are subject to copyright?
- What sign can be used to show work is copyrighted?
- What is streaming?
- What is a pirate site?
- What is a torrent site?
- What is plagiarism?
- What is a Creative Commons License?
- What does illegal mean?
- What is peer to peer sharing?
- What is Traditional Copyright?
- What is meant by Creative Commons?
- What is meant by Public Domain?

#### Copyright symbols

#### Teacher resource provided: 'Copyright symbols match' activity

Pupils to work in groups of 3-4. Cut out the boxes following the dotted lines and hand to each group. Students must work together in their groups to match the copyright symbols to the correct titles and their definitions. Use a point system to generate incentive. Award a point to each group for every pair they match correctly.

In groups of 3-4, ask pupils to research copyright and create a presentation that discusses the importance of considering copyright when online. Each presentation must discuss:

- What copyright is and why it should be considered online.
- Why controlling copyright of content online is limited on some social media, websites and apps.
- Strategies for protecting online content from copyright theft.

Pupils can be as creative as they want with their presentation. It must be fun, informative and a maximum of five minutes long.



#### PLENARY

Ask students to choose one of the three social platforms listed below.

- **Instagram:** Draw a picture to represent what you have learnt today.
- **Twitter:** Write a tweet about today's lesson.
- **Facebook:** Write a Facebook status update about what you have learnt in today's lesson.



**Time taken:**  
20 minutes



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