National Online Safety

Online Safety Lesson Plans
Key Stage 4

Online Safety Lesson Plans: KS4

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. Each activity lists the suggested time and the type of activity. 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."

Introduction to the unit

Students will understand what is meant by the term 'self image, identity and body image' and the role they play online. They will be able to explain why people experiment and edit their image online and provide reasons for why they might wish to do this. They will be able to analyse images and make positive comments on others' self-identity.

Key learning outcomes

✓ To be able to describe why online content can influence a person's behaviour and body image.
✓ To be able to assess and challenge social pressures and the way I present myself online.
✓ To be able to challenge negative comments towards my own or another's self identity online.
✓ To be able to make positive contributions to other's self-identity.

Key words

- Identity
- Body image
- Media
- Social platforms
- Stereotypes
- Edited images
- Artificial intelligence
- Self-esteem

Resources

- Weblinks to articles and videos included within activities
- Activity 2 – Celebrity 'before and after' images worksheet

Challenge for more able pupils:

Activity 2 - Ask pupils to work in groups to create an online campaign for a well-known brand that promotes positive self-esteem and body image and challenges negative perceptions of beauty.

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 20minutes

Self-image & identity

Key learning objectives:
To be able to...
- ✓ Identify key parts of my own identity, including online.
- ✓ 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:
- How does digital media and technology play a role in their identity?
- How does digital media positively impact their identity and experiences?
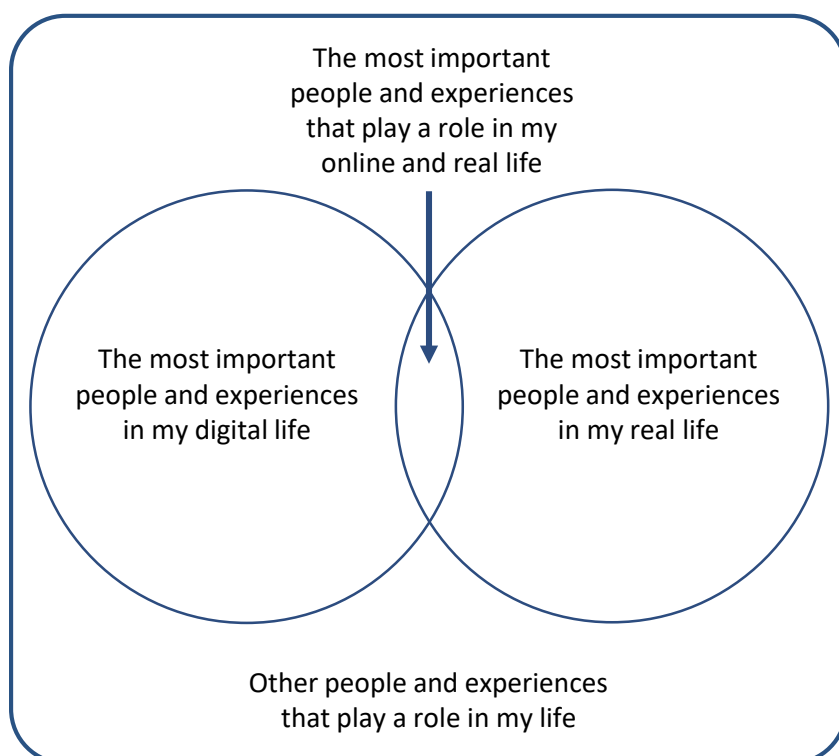- How does digital media negatively impact their identity and experiences?

Time taken:
10 minutes

Activity 1

What is your self-image?

Starter question: 'What is your self-image and identity?'

Individually, ask students to define what is meant by the term 'self-image and identity' and explain how they might portray a different identity online. Ask students to share their thoughts with a partner. Nominate pupils to feedback their answers to the class.

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, including online, and place them in their identity 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?

The most important people and experiences that play a role in my online and real life

The most important people and experiences in my digital life

The most important people and experiences in my real life

Other people and experiences that play a role in my life

Self-image & identity

Key learning objectives:
To be able to…
- ✓ Explain how content online can influence the way I behave and evaluate how/why.
- ✓ Describe how online content can be altered/shaped to influence behaviour and body image.
- ✓ Give examples of media that aim to influence behaviour.
- ✓ Demonstrate ways I can use the internet for positive self-promotion.

Key learning outcomes:
Pupils will be able to identify why content online and in the media is edited and provide their own opinion on this. Pupils will be able to give examples in the media of online content that aims to positively impact behaviour and negatively impact behaviour.

Key questions:
- What is the purpose of editing photographs?
- What can you do to challenge negative ideas on body image?

Time taken:
20 minutes

Activity 2

Influencing behaviour and attitudes

Teacher resource provided: 'Celebrity Images' worksheet
Pupils to work in groups of 3-4. Show the images of the celebrities before and after photographs that have been edited for the media. In their groups, ask pupils to discuss and annotate the changes between the before and after photographs.

Reflection questions
- Why have the images been edited?
- What is the media and it's purpose?
- What are your opinions of these edited images?
- How can these photographs negatively impact a person's mental health?
- Other than in advertising, where else might you see edited photographs? (Social media)
- Have you ever used tools to edit photographs? If yes, how and why?
- How can you challenge these perceptions of beauty?

In groups, ask pupils to think of a list of brands that they know and buy into that may portray unrealistic or unhealthy perceptions of self-image and a second list of brands that challenge perceptions of beauty. Ask groups to feedback their ideas to the class. Show pupils the brand campaigns below that aim to challenge perceptions of gender and body image.

- Billie Eilish Speaks Her Truth in #MyCalvins
Link: https://www.youtube.com/watch?v=JeMmUglv6wA
- Dove #MyBeautyMySay advertising campaign
Link: https://www.youtube.com/watch?v=uqToVzu0iTc
- Always #LikeAGirl advertising campaign
Link: https://www.youtube.com/watch?v=XjJQBjWYDTs
- Go Play Face + Body advertising campaign
Link: https://www.youtube.com/watch?v=KCi7y4U4eO8

Reflection questions
- What is the purpose of each of these campaigns?
- How do they make you feel?
- What are the positive connotations?
- Is there any negative connotations?
- Is there an imbalance of female and male images in the media?

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Key learning objectives:
To be able to...
- ✓ Explain how content online can influence the way I behave and evaluate how/why.
- ✓ Describe how online content can be altered/shaped to influence behaviour and body image.
- ✓ Give examples of media that aim to influence behaviour.
- ✓ Demonstrate ways I can use the internet for positive self-promotion.

Key learning outcomes:
Pupils will be able to identify why content online and in the media is edited and provide their own opinion on this. Pupils will be able to give examples in the media of online content that aims to positively impact behaviour and negatively impact behaviour.

Key questions:
- What is the purpose of editing photographs?
- What can you do to challenge negative ideas on body image?

Time taken:
20 minutes

Activity 2 continued

Influencing behaviour and attitudes

For the final part of the activity, ask pupils to work alone to research campaigns OR people that use social media to enforce positive perceptions of self-image and body image for everyone. They must create a paragraph explaining the role that the (online) media plays in regards to a young person's mental health and the importance of challenging negative or unrealistic perceptions of beauty.

Key learning objectives:
To be able to…

✓ Recognise, assess and challenge social pressures and expectations that influence how I present myself online, such as the pictures I share.

Key learning outcomes:

Pupils will be able to reflect on their own use of social media and how they are influenced to act/behave in a particular way online to comply with social expectations. Pupils will be able to assess the role social media plays in body image and how this can have a negative influence on their attitude and behaviour.

Key questions:

- What is a 'selfie'?
- What are the social pressures, expectations, and 'norms' you face online?
- What can you do to challenge these expectations?

Time taken:
20 minutes

Activity 3

Filters and Photoshop

Ask pupils to define the term 'filter'. A filter is an image-editing function that allows users to alter the overall image in a certain way.

Reflection questions

- What is the difference between the images viewed in activity 2 (celebrity photoshop examples) and the filters we use on social media platforms, such as Instagram and Snapchat?
- Is there any negative connotations linked to filters used on social media?
- How do these filters make you feel?

As a class, read the BBC article 'Addicted to selfies: I take 200 snaps a day' February 2018
Link: https://www.bbc.co.uk/news/newsbeat-43197018

Reflection questions:

- When you take selfies do you take multiple photos at one time to find the right one?
- Do you have a friend that's addicted to taking selfies?
- Do you think there is pressure to achieve the perfect selfie?
- If you were to post a photograph, and it didn't get any likes, how would this make you feel?
- Were these actions damaging to Danny or Junaid?
- What advice would you give Danny and Junaid?

Teacher Note
According to scientific studies on human behaviour and attitudes, people are constantly searching for gratification, meaning we want to be praised and rewarded for the things that we do. Features on social media, such as likes and interactions, encourage this to happen. If we post something online, we are rewarded in the form of likes, comments and reactions. Our body reacts to this by releasing a chemical called 'dopamine' which makes us feel happy. Despite this, there are implications and risks associated with this such as addiction and social pressure.

Activity 4

What is your self-image?

As a class, read the article 'Thinner, smoother, better: in the era of retouching, that's what girls have to be' by Rhiannon Lucy Cosslet. Link:
https://www.theguardian.com/commentisfree/2016/sep/08/thinner-retouching-girls-image-manipulation-women

Afterwards, watch the YouTube video below by influencer Essena O'Neill describing why she quit social media.
'Why I really am quitting social media'
Link: https://www.youtube.com/watch?v=gmAbwTQvWX8

Reflection questions:

- Are there certain pressures linked with social media?
- What are the negative impacts of social media on self-image?
- How can you appropriately challenge negative comments about your identity online?
- How can social media be used to promote positive self-image?
- How can online content influence behaviour?
- What is an online influencer?
- Would anybody like to be an influencer in the classroom?

Key learning objectives:
To be able to...
- ✓ Give examples of how media can be created to influence attitudes and behaviour.
- ✓ Be able to appropriately challenge negative comments and expectations on my self-image and identity.
- ✓ Describe the negative impacts social media can have on my real life identity.

Key learning outcomes:
Pupils will read the article and watch the video and be able to reflect upon the social pressures and expectations they may experience online in relation to their self-image and identity. Pupils will also be able to discuss ways in which they can appropriately challenge negative comments regarding their own online identity.

Key questions:
- See reflection questions.

Time taken:
15 minutes

Self-image & identity

Activity 5

Key learning objectives:
To be able to…
- ✓ Explain what is meant by the term 'artificial intelligence (AI)' and explain the role AI plays online.
- ✓ Explain how AI might affect my present and future life.

Key learning outcomes:
Pupils will be able to define what the term 'artificial intelligence' means and the role AI plays online, such as social bots. Pupils will also be able to assess ways in which they can report negative comments online. Pupils will finish off the lesson by listing all the ways a person can make a positive contribution online.

Key questions:
- What is artificial intelligence?
- What is a social bot?
- Has someone ever made a negative comment online about their identity?
- If yes, how did they feel and how did they respond?

What is your self-image?

Ask pupils to define the term 'artificial intelligence' (2 minutes). Pupils to feedback their answer and then discuss, in pairs, the role AI plays in technology and social media (2 minutes). Pupils to feedback their answers to the class and further discuss the role of social bots and their impact, including how it might affect their present and future life.

Ask pupils to think about their self-identity and the way they present themselves online. Has someone ever made a negative comment online about their identity? If yes, how did they feel and how did they respond? Address the importance of telling a trusted adult and reporting negative comments. Without responding negatively, discuss how you can challenge negative comments online.

Ask pupils to create a list of all the ways a person can make a positive contribution online, including promoting kindness and respect towards others.

Time taken:
15 minutes

Online relationships: what is it?

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."

Introduction to the unit

There are many different sites and platforms that children and young people use to build and maintain relationships. As more sites, apps and games rise to the surface and adopt new communication features, forming new friendships has become much easier then ever before. However, it's important for young people to understand that not every person online is exactly who they say they are.

Key learning outcomes

✓ To be able to describe the benefits of communicating with people online and understand what type of online programs/apps could be used as a venue for hosting conversation.
✓ To be able list strategies for identifying whether or not someone is safe to talk to online.
✓ To be able to recognise the signs of an unhealthy, or potentially dangerous online relationship and know what actions to take if they are concerned about something that had happened online.

Key words

- Online relationships
- Online grooming
- Sexting
- Sexual violence and harassment
- Online profiles
- Fake profiles
- Catfishing
- Trolling

Resources

- Weblinks to articles and videos included within activities

Challenge for more able pupils:

Activity 5 – Pupils to be able to discuss the implications of GDPR in education establishments and the workplace.

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

Key learning objectives:
To be able to...
- ✓ Define what is meant by online relationships.
- ✓ Reflect on their own relationship between themselves and their devices.
- ✓ Assess the relationships they have online.

Key learning outcomes:
Pupils will be able to define what is meant by 'online relationships' and assess the positive and negative impacts of online relationships. Pupils will also be able to assess the relationship they have between themselves and their devices.

Key questions:
- How many online friends do you have?
- Do you know all of your online friends?
- Do you communicate with your friends regularly? If yes, how? (video call, message, phone call...)
- What is a digital detox?

Activity 1

What are 'online relationships?'

Question: 'What are online relationships?'

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

Reflection questions
- How many online friends do you?
- Do you know all of your online friends?
- Do you communicate with your friends regularly? If yes, how? (video call, message, phone call...)

As a class, read the article 'Simon Cowell says giving up mobile phone has made him happier' by Haroon Siddique in The Guardian June 2018. Link:
https://www.theguardian.com/media/2018/jun/03/simon-cowell-says-giving-up-mobile-phone-has-made-him-happier

Reflection questions
- What are the reasons for giving up his phone?
- Is technology and social media changing family relationships?
- What benefits did he experience as a result of not using his mobile phone?
- Should his son, aged four, be using technology?
- What is a digital detox?
- How long could you go without using your phone?

Time taken:
20 minutes

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Activity 2

Dear diary

As a homework activity, ask pupils to document how much time they spend interacting with technology over a weekend including watching TV, playing games and texting friends. Some devices may already collect this data, such as Apple's 'screen time' feature.

Reflection questions
- Knowing that you were recording your screen time, did you change/alter your activities at all?
- Were you surprised by the result of this activity?
- Did you feel that your online activities impacted your lifestyle or wellbeing in any way?
- What did you do when you weren't using devices and how did you feel?

In groups of 3-4, ask pupils to create a spider diagram with the title 'persuasive design techniques'. Firstly, ask pupils to answer the question 'What is persuasive design?' Persuasive design is a technique adopted by engineers to influence how people interact with devices and influence them to take certain actions. For example, a push notification on a text message.

Ask pupils to complete their spider diagram by listing all the persuasive design techniques they can think of with how they interact online. To finish the activity, ask pupils to write a paragraph in their books that explains how persuasive design techniques can be considered as 'abuse' and what they can do to help them maintain a balanced and healthy relationship with their devices.

Key learning objectives:
To be able to…
- ✓ Assess when the use of technology has become controlling and give examples.
- ✓ Explain why controlling features can be considered abuse.
- ✓ Know where I can go for support and advice about my online habits.

Key learning outcomes:
Pupils will be able to define the term 'persuasive design' and explain the techniques used by tech companies to encourage further use of apps, devices and sites, etc. Pupils will also understand how these techniques can be considered as abuse. Pupils will be able to reflect on their own online habits and will list self-help tips to help them maintain a balanced and healthy relationship with their devices.

Key questions:
- See reflection questions.
- What is persuasive design?
- What persuasive design techniques are you aware of?
- Why might persuasive design be considered as abuse?

Time taken:
15 minutes

Activity 3

Social movements

Ask pupils to conduct research on and give examples of where and when the internet has been used to encourage conversation between culturally diverse communities beyond an immediate social group. This may include conversations such as the 'Black Lives Matter' campaign, the 'love wins' campaign, or even when something tragic happens in the world, such as a terrorist attack and communities come together to share their sadness and condolences. Ask your pupils if they have ever been involved in one on these public discussions.

Ask pupils to answer the question 'What is respect?' Respect is to take into consideration the feelings, wishes and rights of others. Just like you would in real life, this means that you have to take into account the gender, cultural sensitivity, political beliefs and religious beliefs of others online.

Key learning objectives:
To be able to…
✓ Describe how technology allows access to communication with diverse online communities.
✓ Research and provide examples of when the internet has been used to encourage discussion between diverse online communities.

Key learning outcomes:
Pupils will discuss the communication opportunities the online world allows and how this can be used for positive change and to be able to give real-life examples. Pupils will define the terms respect and know ways in which they can be mindful and respectful to others online.

Key questions:
• How can you communicate online?
• How can you communicate with other communities online?
• Can you think of any examples where people have come together online to discuss a topic/fight for a cause?
• What is respect?
• What is meant by the phrase 'culturally diverse'?

Time taken:
15 minutes

Online relationships

Activity 4

Key learning objectives:
To be able to…
- ✓ Describe the laws that govern online behaviour, including sexting, sexual violence and harassment and revenge porn.
- ✓ Give examples from the media in historical cases to support my understanding of this topic.
- ✓ Describe actions I can take if I, or another individual, is targeted by illegal online behaviour.

Key learning outcomes:
Pupils will know the laws regarding online sexual behaviour and give examples of historical cases to support their understanding. Pupils will list strategies to help them identify a healthy and unhealthy relationship and know effective strategies for stopping a unhealthy relationship.

Key questions:
- What is sexting?
- What is sexual violence and harassment?
- What is revenge porn?
- What are the laws regarding online behaviour?
- What are the signs of an unhealthy online relationship?
- What is consent?

Time taken:
30 minutes

What is 'sexting'?

'Sexting', also referred to as 'sending nudes', is a combination of the words 'sex' and 'texting'. Sexting describes the act of sending a sexually explicit message, image or video to another person through technology.

As a class, watch the Childline #ListenToYourSelfie 'The Game' campaign video. Link: https://www.youtube.com/watch?v=TcMd468Pqbs
Reflection questions:
- What type of online relationship is this – positive or negative? Why?
- What are the laws regarding 'sexting'? (It is illegal to take, receive, possess and share an indecent image of anyone under the age of eighteen).

Ask pupils to answer the question 'What is revenge porn?'(2 minutes). Pupils to feed back their answer to a partner (2 minutes). As a class, discuss the legalities of revenge porn, it's relation to sexting and the impact this can have on individuals.
As a class, read the article by Bedfordshire police 'Man jailed for revenge porn offences and harassment' February 2019. Link: https://www.bedfordshire.police.uk/news-and-appeals/revenge-porn-sentencing-feb19
As a class, read the Government's factsheet on revenge porn. Link: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/405286/revenge-porn-factsheet.pdf
Reflection questions
- What is an unhealthy online relationship?
- What are the risks involved in sexting?
- What are the consequences of revenge porn?
- What support is in place in the community to help report incidents of sexting and revenge porn?

Teacher Note
These incidents should always be reported to a trusted adult immediately. It is the responsibility of the Designated Safeguarding Lead to ensure individuals feel safe at all times. You can also report incidents to the police, the Internet Watch Foundation, Childline, the NSPCC and CEOP.

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Activity 5

Key learning objectives:
To be able to…
- ✓ Describe the laws that govern online behaviour, including bullying, harassment and trolling.
- ✓ Give examples from the media in historical cases to support my understanding of this topic.
- ✓ Describe actions I can take if I, or another individual, is targeted by illegal online behaviour.

Key learning outcomes:
Pupils will know the laws regarding negative online behaviour and give examples of historical cases to support their understanding. Pupils will list strategies to help them identify illegal behaviour and know what to do if they see/come into contact with illegal behaviour online.

Key questions:
- What is trolling?
- What is banter?
- What are the laws regarding online behaviour?

What is 'trolling'?

Question 'What is trolling?'
Ask pupils to answer the question 'What is trolling?'(2 minutes). Pupils to feed back their answer to a partner. (2 minutes). As a class, discuss the impacts of trolling and the differences between trolling and light-hearted banter.

According to UK laws, the 'general legal principle is that what is illegal offline is also illegal online, including stalking, harassment and sending malicious communications.' The Communication Act 2003 states that it is an offence to send electronic communications that are considered grossly offensive or of an indecent, obscene or menacing character. It is also an offence if the communications cause annoyance, inconvenience or needless anxiety to another. For example, this can include cyberstalking. Trolling offences include virtual mobbing, cyberbullying, disclosing private sexual images without consent, coercion and control, cyberstalking and harassment.

As a class, read the article in The Guardian 'Internet troll jailed over threats and racist messages to MPs' April 2019. Link: https://www.theguardian.com/uk-news/2019/apr/18/internet-troll-jailed-over-threats-and-racist-messages-to-mps

Time taken:
20 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."

Introduction to the unit

This unit introduces the concept of 'online reputation', including how people make judgements based on your online activity and how your online reputation can impact your, and others' reputation in real life. Students will know and learn effective strategies for managing their online activity.

Key learning outcomes

✓ To know and understand that people can find out information about them by looking online, and that information can be copied, altered and shared.
✓ To know that information posted online can be used by others to make judgements, and know that this might affect others around them.
✓ To list strategies that describe how to build a positive online reputation and how to protect their digital personality.

Key words

- Digital footprint
- Social profile
- Privacy and security
- Reputation
- Judgement

Resources

- Weblinks to articles and videos included within activities

Challenge for more able pupils:

Plenary: Ask pupils to create a series of social posts that explain how to promote a positive online reputation, including how to challenge negative online actions.

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:
30 minutes

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Key learning objectives:
To be able to...
- ✓ Explain what my online reputation is and how to effectively manage my online reputation.
- ✓ To explain how my online reputation can negatively impact my current and future life.
- ✓ To explain the importance of promoting a positive online reputation.

Key learning outcomes:
Pupils will be able to describe how their online presence can impact their real life, provide examples of this, and list strategies for promoting a positive online reputation.

Key questions:
- What is your online reputation?
- What is your digital footprint?
- How can your online presence negatively impact your real life reputation?
- Can your online activities impact another person's online and real-life reputation? For example, a friend, family member or even the school you belong to

Time taken:
20 minutes

Activity 1

What is your online reputation?

As a class, create a spider diagram with the title 'online reputation'. Fill in the spider diagram with all the terms and phrases associated with your online reputation, including what it means, what it does, and the potential benefits and implications.

Next, as a class, watch Google for Education's 'Manage Your Online Reputation' video. Link: https://www.youtube.com/watch?v=w7qEbPVw3hA&t=24s

Ask pupils to fill in the spider diagram with anything they believe that they have missed after watching the video. With all the the information on the board, ask pupils to create a page in their books explaining what their online reputation is, the benefits and the negative impacts your online presence can have on your real life reputation, and strategies to promote a positive online reputation.

In pairs, ask pupils to plan and prepare a short acting scene that showcases:
(a) a person attending an interview with a negative online reputation.
(b) a person attending an interview with a positive online reputation.
Nominate pupils to act their scenes to the class.

Reflection questions:
- Why is it important to promote a positive online reputation?
- Should employers look at their applicants online profiles?
- What actions may be considered as promoting a negative online reputation?
- Does a negative online reputation just impact one individual?
- How can you challenge negative actions online? (Delete, report, make it known that you do not agree)
- What can you do to promote a positive online reputation?

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Activity 2

Key learning objectives:
To be able to…
- ✓ Audit my own online reputation and reflect upon the content that may negatively impact my online reputation.
- ✓ Challenge negative content that may impact my online reputation.

Key learning outcomes:
Pupils will reflect upon their own online presence and describe how they can challenge negative content that may negatively impact their online reputation, such as tagged photos. They will also be able to implement strategies for promoting a positive online reputation.

Key questions:
- What do your online profiles say about you?
- Do you have a positive or negative online reputation?
- What can you do to challenge negative posts/comments about you that may impact your reputation?
- What can you do to audit your online profiles?
- What can you change about your online presence?

Homework task

Ask pupils to audit their own online reputation. Is there anything visible on their profiles that maybe shouldn't be? Is there TOO much information available on their online profiles?

Here are four simple steps pupils can follow to audit their online profiles:

Step one – Search for yourself online. What information appears in the search results when you search your name? Is there anything you are not happy with being public? If yes, delete the content or request for the content to be removed.

Step two – Conduct a thorough check of your online profiles. You may want to delete posts, pages, images or tagged photos that may have a negative impact on your reputation. You should also deactivate any old online accounts that you no longer use.

Step three – Check your privacy settings. Make sure your online accounts are set to private to ensure that only approved friends can see the content that you post online. This may also mean checking through your friends list. Delete anybody that you don't know or do not feel comfortable sharing your personal information with.

Step four – Know that once something is posted online, it could potentially last forever. Your posts can be shared wider than the intended audience and it may be misinterpreted or altered. It's always important to think twice before you post something and consider the implications. Be proud of your online presence and use it as an avenue for showcasing all the amazing things that you have done.

Time taken:
10 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."

Introduction to the unit

Online bullying is any form of bullying that takes place through the use of 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

✓ Explain what is meant by online bullying and know the different types of bullying behaviour that can take place in a variety of contexts.
✓ Identify and implement rules to promote positive online behaviour.
✓ Explain how to block abusive users and report them via social reporting and helpline services.
✓ Describe the laws that govern online behaviour and potential implications of breaking them.

Key words

- Cyberbullying
- Online bullying
- Online behaviour
- Abuse
- Racism
- Sexism
- Homophobia
- Discrimination

Resources

- Weblinks to articles and videos included within activities

Challenge for more able pupils:

Activity 1 - Ask pupils to work in small groups to plan and create their own awareness campaign video that aims to challenge negative online behaviour, including how to report and resolve an online bullying incident.

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:
1hr

Online Bullying

Key learning objectives:
To be able to…
- ✓ Define what is meant by the term 'cyberbullying'.
- ✓ To understand the difference between bullying and good-natured teasing ('banter').
- ✓ List abusive behaviours that can be seen as bullying, online and offline.

Key learning outcomes:
Pupils will understand what online bullying is and know the types of behaviours that are considered as bullying. Pupils will learn that bullying can happen in a variety of contexts and will understand the consequences of this abuse.

Key questions:
- What is online bullying?
- What is 'banter'?
- What types of behaviour are considered as bullying?
- What are the impacts of bullying?
- Where can bullying happen?
- Why does bullying happen?
- What role does the internet play in providing a venue for bullying behaviour?

Time taken:
20 minutes

Activity 1

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 feed back their answer to a partner (2 minutes). As a class, discuss the differences between online bullying and good-natured teasing ('banter').

Bullying no longer stops at the school gates. The online world makes it possible for people to be bullied around the clock. In pairs, ask pupils to create a list of behaviours that constitute bullying and how these can relate to the online world. For example:
- Physical bullying
- Verbal bullying (threats, gossip, hurtful comments)
- Emotional abuse (control and manipulation)
- Exclusion
- Undermining
- Discrimination, including making sexist, racist and homophobic remarks

As a class, watch the 'In Real Life' social experiment that showcases what would happen when online bullying is taken offline. Link:
https://www.youtube.com/watch?v=URvC6T_xhE0&t=53s

Reflection questions:
- How did this make you feel?
- Would you be a bystander or would you offer help?
- Are you a bystander to abuse online?
- Why does the online world provide people with the opportunity to abuse others that maybe wouldn't in the real world?
- In what ways did people challenge the negative comments?
- How could you challenge these negative comments in an online setting?

Online Bullying

Key learning objectives:
To be able to…
- ✓ Understand the consequences of online bullying.
- ✓ Know where to go for support and advice on tackling and preventing bullying.
- ✓ Know the laws regarding negative/online bullying behaviour.

Key learning outcomes:
Pupils will know and understand the fatal consequences of negative online behaviour and reflect on their own online behaviour. Pupils will create an awareness campaign video to encourage young people talk about their experiences with online bullying and recognise the support available to them.

Key questions:
- What are the potential consequences of bullying?
- What support is needed for people who are being bullied?
- What are the potential signs of a person being bullied?
- Are you an online bully?
- What social platforms can encourage bullying behaviour?
- What laws do you believe should be enforced to prevent cyberbullying?

Time taken: 40 minutes

Activity 2

Understand the consequences of your words

As a class, watch the interview on This Morning with anti-bullying campaigner Lucy Alexander, whose son took his own life after being bullied online. Link: https://www.youtube.com/watch?v=jX0Y4tEtSlk

Reflection questions:
- What are the potential consequences of bullying?
- What support is needed for people who are being bullied?
- What are the potential signs of a person being bullied?
- Are you an online bully?
- What social platforms can encourage bullying behaviour?
- What laws do you believe should be enforced to prevent cyberbullying?

Ask pupils to plan and create a social campaign video that discusses:
- What online bullying is
- What the potential consequences of online bullying are
- What the signs and symptoms of someone who is a victim of online bullying are
- How to support someone who is a victim of bullying

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."

Introduction to the unit

This unit helps students understand how online information is found, viewed and interpreted. As a result, pupils will learn 'strategies for effective searching, critical evaluation and ethical publishing'.

Key learning outcomes

- ✓ Understand the difference between opinions, facts and beliefs.
- ✓ Describe how to search information and how to refine searches.
- ✓ Understand that some information online may not be honest or accurate.
- ✓ Explain what is meant by online marketplaces and the benefits.
- ✓ Understand that their digital personality might affect information returned to them in internet searches.

Key words

- Fake news
- Misinformation
- Disinformation
- Big data
- Analytics
- Ethics
- Data
- Propaganda
- Satire

Resources

- Weblinks to articles and videos included within activities
- Activity 1 – Three fake news articles (A, B, C)

Challenge for more able pupils:

Activity 2 – Challenge pupils to research and provide examples of the laws regarding illegal content outside of the UK.

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

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Activity 1

Fake news

Teacher resources provided: Three fake news articles (A, B, C)

Create a spider diagram with the title 'What is fake news?' As a class, fill in the spider diagram explaining what fake news is, the terms associated with fake news and what they mean, and how fake news spreads. Be sure to include the following terms: misinformation, disinformation, hoax, sensational, propaganda and satire.

Show pupils the examples of the three fake news articles.
A) Claim: Young boy in critical condition after Apple AirPods explode in his ear.
B) Claim: Man who bought a pair of dentures on shopping app WISH can suddenly speak Chinese.
C) Facebook post: Missing person PLEASE SHARE

Print out the three fake news articles and also go to the website links provided (A and B). In pairs, ask pupils to annotate each of the articles, highlighting all the signs that give away that the article is fake or a hoax.
1. Does it sound real?
2. Is there any spelling or grammatical mistakes?
3. Check the URL – Is it an imitation website? Is it a credible site?
4. Check the author – Research if the reporter is genuine
5. Check the comments.
6. How long has the page/website existed?
7. Is it a joke?

Ask pupils to discuss the impact of each article and their purpose.

Key learning objectives:
To be able to…
✓ Describe what fake news is and its role on the internet and social media.
✓ To be able to assess the credibility of news sources and use strategies to identify fake content.

Key learning outcomes:
Pupils will create a diagram discussing what fake news is, its role online and on social media, and how it attracts victims. Pupils will analyse and assess fake news articles by using strategies and different techniques.

Key questions:
• What is fake news?
• What is a hoax?
• Have you ever been a victim of fake news?
• How can you spot a fake news article?
• What have you seen online that is evidently fake?
• How can you prevent the spread of fake news?

Time taken:
20 minutes

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Activity 2

Illegal content

Despite websites and social platforms doing their best to ensure illegal content is kept off of their platforms to comply with their own rules and regulations, it is often the case that illegal or inappropriate content sometimes slips through. If you have been exposed to inappropriate or illegal content it's important that you flag the material immediately - report it, block it and tell an adult. Even if you understand the harm this may cause, other people who are more vulnerable may not which could seriously impact their mental health and/or physical wellbeing. So, what is deemed to be illegal content online?

This includes incitement to terrorism, illegal hate speech, child sexual abuse, infringements of intellectual property rights, infringements to consumer protection rules and more.

Ask pupils to create a table that lists the:
(a) Illegal content
(b) The laws regarding (a) in an online setting

For example:

Illegal content	The law
Terrorism and extremism	It is illegal to post, share or engage with • articles, images, speeches or videos that promote terrorism or encourage violence. • content encouraging people to commit acts of terrorism. • websites made by terrorist or extremist organisations. • videos of terrorist attacks. *Source: UK Government, www.gov.uk/report-terrorism*

Extension activity:
In pairs, ask pupils to research and provide examples from the media of incidents when the above laws have been broken.
• What law did they break?
• What were the consequences?

Key learning objectives:
To be able to…
✓ Recognise why some online content is illegal and know how to report the material.
✓ Give examples of some laws regarding online content.
✓ Provide historical examples of where these laws have been broken.

Key learning outcomes:
Pupils will learn about the laws regarding online content and know the consequences of these laws being broken.

Key questions:
• What are the laws regarding online content, such as terrorism and extremism?
• How might being exposed to this content affect a child or young person?
• What are the consequences of breaking the above laws?

Time taken:
20 minutes

Activity 3

Key learning objectives:
To be able to…
- ✓ Define what 'big data' is.
- ✓ Assess and manage how and what contribute to 'big data'.
- ✓ Discuss the ethics of 'big data'.

Key learning outcomes:
Pupils will understand what big data is and what it's used for. Pupils will debate the ethical use of big data and the availability of their data gathered from their online activities.

Key questions:
- What is big data?
- What is data analytics?
- What does the term 'ethics' mean?
- How available is their online information?

Big data

Question: What is 'big data?'
Students to define what the phrase 'big data' means and it's relation to data analytics (2 minutes). Afterwards, ask pupils to feed back their answer to a partner (2 minutes). As a class, discuss why political parties, commercial and other organisations will use this data.

> *Teacher Note*
> *Big data describes the act of gathering and storing large amounts of information. This information can be collected from your device activity, your social media activity and data that is publicly available.*

Split the class in two. Pupils to answer the question 'What is the ethics of 'big data'? Ask one team to discuss the positive use of big data, and the opposing team to highlight the concerns of big data. Each team must debate their cause and persuade you (the teacher) to make a final decision. After, as a class, reflect on the ethics of big data and how you can manage what you contribute to 'big data'.

Time taken:
10 minutes

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Activity 4

Key learning objectives:
To be able to…
✓ Describe why my digital personality might affect the types of information returned to me online.

Key learning outcomes:
Pupils will be able to reflect upon their own online activities and assess the similarities between these activities and the types of information returned to them in the shape of online advertisements and content in their social media streams. Pupils will understand how companies use online data to target advertisements.

Key questions:
• What is your digital footprint?
• How do companies use your personal data for retargeting?
• How can you protect your personal data online?

Online content

Your online actions, also known as your 'digital footprint', can shape the types of information returned to you in a search bar.

Ask pupils to answer the first question "what is your digital footprint?" Create a spider diagram with your pupils' answers. 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 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 it talking about. Social media sites 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.*

Refer to the BBC News Article 'Girl, 12, flooded with beauty ads on Instagram'. Link: https://www.bbc.co.uk/news/technology-48677333

Time taken:
10 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."

Introduction to the unit

This unit covers the negative impacts that technology can have on a person's health, wellbeing and lifestyle. As a result, students will be able to understand and implement strategies for keeping safe and healthy.

Key learning outcomes

- ✓ To know the laws regarding online content, such as pornographic content or content that incites unhealthy or negative behaviour such as gambling and alcohol abuse.
- ✓ To describe the positive and negative impacts of technology on health and wellbeing.
- ✓ To understand that there are some sites that promote unhealthy coping strategies or offer harmful or incorrect advice.
- ✓ Know who to talk to if they feel that they are at risk of being influenced by such sites.

Key words

- PEGI
- BBFC
- Health
- Wellbeing
- Lifestyle

Resources

- Weblinks to articles and videos included within activities

Challenge for more able pupils:

Ask pupils to record their own online habits for a week and evaluate the impact of spending less time on technology on their health.

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

Activity 1

Key learning objectives:
To be able to...
- ✓ Describe the laws around age related access to certain types of content online, including pornographic content, sexting, and online advertisements (promoting gambling or alcohol abuse)

Key learning outcomes:
Pupils will know the laws regarding age-restricted content and will evaluate the importance and effectiveness of these laws.

Key questions:
- What are the laws regarding age-restricted content?
- What are the laws regarding sexting?
- What are the laws regarding advertising to children and young people?
- What is the purpose of these laws?
- What would happen if these laws were broken?

Laws regarding online content

Split the class into groups of 3-4. Ask groups to focus on one of the chosen topics below. They must research their topic and, in their groups, create a memorable presentation that discusses:
(1) What their topic is (2) What the dangers are for young people
(3) What the laws are regarding their topic (4) Examples from the news of when these laws have been broken.

Topics:
- Age-restricted content (BBFC & PEGI)
- Sexting
- Online advertisements

Extension activity
Ask the class to read the article 'Sky News: Porn viewers will have to prove age as online law passes, January 2019'. Link: https://news.sky.com/story/porn-websites-to-check-uk-users-ages-as-law-passes-11604331
As a class, discuss what this means for children and young people.

Reflection questions
- Why is this law being introduced?
- Will this law stop underage people viewing this content? Why?
- What are the benefits of this law being introduced?
- What are the sanctions for people under the age of eighteen viewing this content?
- Do you believe this law will bring any negative backlash?
- What are your opinions of this law?
- What negative impacts can viewing this content have on children and young people?

Time taken:
20 minutes

Activity 2

Key learning objectives:
To be able to…
- ✓ Reflect on how technology makes me feel.
- ✓ To create rules that I can implement into my daily routine to help manage my use of technology and promote a healthier relationship with my devices.

Key learning outcomes:
Pupils will reflect on their own online habits and understand how technology can have both a positive and negative impact on health and wellbeing. Pupils will create an awareness campaign to help manage their online habits and promote a healthy relationship with their devices.

Key questions:
- How does technology make you feel?
- What would you do without your mobile phones and other devices?
- Do your online habits have any negative impacts? E.g. grumpiness, agitation, headaches, neck and back aches, blurred vision, difficulty sleeping, devices become hot, losing track of time, etc.

The impact of technology

Encourage the class to have a two-minute silence. Ask them to reflect on their own online habits and answer the following questions:
- How does technology make you feel?
- What would you do without your mobile phones and other devices?
- Do your online habits have any negative impacts? E.g. grumpiness, agitation, headaches, neck and back aches, blurred vision, difficulty sleeping, devices become hot, losing track of time, etc.

As a class, create a table that lists both the positive and negative impacts of technology use. Go through each of the negative impacts individually and list strategies to avoid/help those issues.

Extension activity:
Ask pupils to work in pairs or small groups to create a social media marketing campaign that focusses on one of issues mentioned within your positive/negative table. They must discuss (1) What the issue is (2) The risks involved for children and young people (3) Preventative techniques to help prevent/reduce the risks.

Alternatively, ask pupils to create their own survey questions to find out more about how technology is impacting their peers. Allow them to question each other. With their results, they must suggest tips and strategies to help and support their peers from any potential risks/ pressures they face within school and outside of school.

Time taken:
20 minutes

Activity 3

Key learning objectives:
To be able to...
- ✓ Identify that some online content may offer harmful or incorrect advice.
- ✓ Identify and assess features that might indicate that a site or social group could negatively impact on wellbeing.

Key learning outcomes:
Pupils will understand that online content may promote unhealthy or incorrect advice. Pupils will create a list of strategies to help them assess the credibility and usefulness of content they view online.

Key questions:
- Why might vulnerable people choose to take notice of unhealthy advice?
- Why might a person share or create false/unhealthy advice?
- How can social media or false websites negatively impact an individual's wellbeing?
- What is your opinion on this topic?

Harmful online advice

As a class, read the two BBC News articles below:

- 'Instagram eating disorder content 'out of control', Angus Crawford, March 2019'
Link: https://www.bbc.co.uk/news/uk-47637377

- 'Child advice chatbots fail to spot sexual abuse, Geoff White, December 2018'.
Link: https://www.bbc.co.uk/news/technology-46507900

Reflection questions
- Why might vulnerable people choose to take notice of unhealthy advice?
- Why might a person share or create false/unhealthy advice?
- How can social media or false websites negatively impact an individual's wellbeing?
- What is your opinion on this topic?

In pairs, ask pupils to create a list of tips they can follow to help them evaluate the validity and usefulness of content they may be exposed to online.

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."

Introduction to the unit

This lesson covers how personal information can be found online and can be used, saved and shared by others. As a result, students will be able to understand and implement behavioural and technical strategies to help keep their personal information private.

Key learning outcomes

- ✓ To understand why it is important to read terms and conditions of websites.
- ✓ To understand key terms such as viruses, trojans and ransomware.
- ✓ To know how to make browser settings secure and additional ways to secure my data on devices.
- ✓ Understand that there are laws governing privacy and security.
- ✓ Understand that there can be a conflict between national security and privacy.

Key words

- Privacy
- Security
- National security
- Consent
- Malware

Resources

- Weblinks to articles and videos included within activities

Challenge for more able pupils:

Activity 2 – To debate on the advantages and disadvantages of a surveillance systems.

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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

Key learning objectives:
To be able to…
- ✓ Define what is meant by 'Privacy'.
- ✓ Understand that there are laws that govern national security.
- ✓ Be able to suggest ways in which people can protect their data on personal devices.

Key learning outcomes:
Pupils will understand and explain what is meant by the term 'privacy'. They will understand that there can be a conflict between national security and privacy. Pupils will be able to give specific examples of how national security could be compromised and specific ways in which the risks could be minimised. They will know how to create a secure password or PIN. They will be able to create an example of a strong password. They will know what steps to take if you suspect your password or PIN has been compromised.

Key questions:
- What is privacy?
- What role does the internet play in our privacy and personal security?

Activity 1

What is privacy online?

Ask pupils to come up with their own definition of the term 'privacy' and write it down. Next, ask pupils to answer the question 'What role does the internet play in our privacy and personal security?'

Split the class into three groups. Give each group one of the statements listed below. In their groups, they must research their topic and list their findings in order to debate their cause with the opposing teams. Each group must persuade you (the teacher) to choose their side.

The three statements:
- National Security is more important that personal privacy because…
- Personal privacy is more important than National Security because…
- Both National Security and personal privacy are equally as important because…

After the debate, take a moment to discuss everybody's personal opinions on this matter. Discuss why they believe there is a conflict between national security and personal privacy (there is no right or wrong answers)

Extension activity:
Ask pupils to create a guide that teaches others how to protect and manage data on their personal devices. Pupils can be as creative as they want – they may choose to create a video, poster or a piece of instructive writing that lists strategies and methods to help keep personal data private. Pupils can also choose their own target audience.

Time taken:
20 minutes

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Activity 2

General Data Protection Regulation

Ask pupils to work individually to answer the question 'what is GDPR?' (2 minutes). Pupils to feed back to their partner (2 minutes). Nominate pairs to explain what they think 'GDPR' is and the role GDPR plays online in all contexts.

In pairs, pupils must work together to research the consequences of not complying to GDPR from the point of view of a (1) educational institution (2) business/company (3) an individual. Ask pupils to discuss the ethics of companies that use and sell individual's data to inform other services/organisations.
- What's the purpose of this?
- Is it against GDPR?
- What are the benefits of this?
- What are the negative impacts of this?

Extension activity:
Explain that, in some situations, a person or companies' security may be compromised. For example hacking, proxy-bypass, distro, DDOS.
1. Ask pupils to research what the above terms mean and write them down.
2. Ask pupils to research services/programs that promote secure management of devices. For example, two-factor authentication, firewalls, biometrics, user monitoring, VPNs.
3. Explain and evaluate the value of regular data backups. Ask pupils to demonstrate how they might do this for their IT work in school.

Key learning objectives:
To be able to…
- ✓ Define what GDPR is and the role it plays online.
- ✓ Discuss the unethical use of individuals' data.
- ✓ Explain how the security of data can be compromised and list strategies for ensuring secure management of data.

Key learning outcomes:
Pupils will understand that their private information online could be compromised and can list preventative techniques that they can implement to reduce the risk. Pupils will evaluate the importance of backing up data and will demonstrate how to do this with the work they complete at school.

Key questions:
- What is GDPR?
- What role does GDPR play online?
- What is the purpose of GDPR?
- What are the benefits of GDPR?

Time taken:
30 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."

Introduction to the unit

This unit helps students understand the terms 'copyright' and 'ownership' in respect of online content, and will explain 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

✓ Pupils can apply Creative Commons licensing to their own work. Pupils will understand the principles of fair use and explain when they have done this.
✓ Pupils can explain how to protect their work from copyright theft.
✓ Pupils can explain what plagiarism is and how this may impact their work.

Key words

- Copyright
- Ownership
- Creative Commons Licensing
- Fair use
- Plagiarism

Resources

- Weblinks to articles and videos included within activities

Challenge for more able pupils:

Activity 2 – Pupils with use the 'Power of 3' technique to discuss the impact of plagiarism.

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:
50mins

Copyright & ownership

Activity 1

What is copyright?

Question: 'What is copyright?'
Students will work individually to answer the key question (2 minutes). Afterwards, they will share their answer with a partner and discuss the role copyright plays online (2 minutes). As a class, feedback answers and discuss how they can protect their work from copyright theft online.

Ask pupils to research 'Creative Commons' licencing and create a table that (1) showcases the symbols for CC licencing (2) what each of the symbols mean. Ask pupils to write down how they can apply creative commons licencing to their own work. Afterwards, ask pupils to define the term 'fair use' and the principals of fair use. Pupils to discuss the role 'fair use' plays in an online setting. Pupils to write down examples of where they have copyrighted their own work – if they have not done this, ask them to do this as a homework task.

Key learning objectives:
To be able to…
- ✓ Define what copyright is.
- ✓ Understand what 'Creative Commons' licensing is.
- ✓ Understand the principles of fair use in an online setting.

Key learning outcomes:
Pupils will research what 'Creative Commons' licensing is and what each of the symbols represent. Pupils will discuss the principles of fair use in an online setting and describe where they have done this.

Key questions:
- What is copyright?
- How can you protect the work you create online?
- What is Creative Commons licensing?
- What is fair use?

Time taken:
25 minutes

Activity 2

Key learning objectives:
To be able to...
- ✓ Define what the term 'plagiarism' means and assess the impact it can have on accrediting achievement.

Key learning outcomes:
Students will reflect on the Grumpy Cat article and discuss the laws regarding the use of Grumpy Cat's name. Pupils will debate the question 'should Grumpy Cat be compensated for infringement of copyright?'
Pupils will understand the effects of plagiarism in regards to their own work and explain how this may impact their own achievements.

Key questions:
- What is your opinion of this matter?
- should Grumpy Cat be compensated for infringement of copyright?
- What are the legalities around plagiarism and copyright?
- Why does the internet play a major role in copyright and ownership?
- Can you think of any examples in the media of a similar situation?

Grumpy Cat

Watch the following video (5 minutes):
https://www.youtube.com/watch?v=WpjgZ_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

Reflection questions:
- What is your opinion of this matter?
- Should Grumpy Cat be compensated for infringement of copyright?
- What are the legalities around plagiarism and copyright?
- Why does the internet play a major role in copyright and ownership?
- Can you think of any examples in the media of a similar situation?

Extension activity:
Students to work in pairs to discuss the effects of plagiarism within their own work and explain the impact that this may have on accrediting achievement.

Time taken:
25 minutes

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