Google

Sharp
Alert
Secure
Kind
Brave

Be Internet Legends.

**Be
Internet
Legends.**

Welcome to the Be Internet Legends curriculum. This resource is part of the Be Internet Legends programme designed to help children become safer and more confident online explorers.

This year, we've added 10 new lessons to the curriculum including social-emotional learning lessons to help guide children on their digital journeys. Additionally, we've added new lessons on search literacy and updated our safety and security lessons to meet the needs of today's digital world. You'll also find lessons categorised for specific classes to accommodate the wide spectrum of child development.

The Be Internet Legends curriculum is self-contained. All the lessons are designed to be used with no prior professional development, minimal class prep and no special equipment or resources needed to teach them. Additionally, the lessons are reinforced through gameplay with Interland, an adventure-packed online game that makes learning about digital safety and citizenship interactive and fun – just like the Internet itself.

Be Internet Legends is formed of five core pillars of internet safety:

• **Think Before You Share** (Be Internet Sharp)
• **Check It's For Real** (Be Internet Alert)
• **Protect Your Stuff** (Be Internet Secure)
• **Respect Each Other** (Be Internet Kind)
• **When In Doubt, Discuss** (Be Internet Brave)

This curriculum was created for pupils from 2nd to 6th class, however, educators of both older and younger pupils have found value in the lessons, particularly with key vocabulary, class discussions (they age up or down), and gameplay. We encourage you to experiment to find what works best for your learners, whether that means completing the curriculum start to finish or going deep on one or two lessons most needed by your pupils.

For additional resources from Google, visit **g.co/BeInternetLegends-ie.**

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# Table of Contents

How to teach the curriculum

The Be Internet Legends curriculum is flexibly designed so you can easily make it work in your classroom for your unique group of pupils. Depending on the time in your schedule and pupil readiness, we encourage you to tweak any lesson as needed. For example, we might recommend that you facilitate an activity as a whole class but, knowing your pupils, you might feel that the activity would work better if they were to complete it in small groups. Those are the kinds of tweaks we hope you feel empowered to make.

A few things about the curriculum:
1. Every pillar has a list of vocabulary words that appear throughout the activities. This list can be printed and provided to pupils as a resource. Be sure to check out the **Vocabulary Activities** we've provided in the following pages!

2. Each of the 5 units has a different number of lessons. Every lesson has the following structure:
- ✓ **Goals for pupils**
- ✓ **Let's talk** – background knowledge for teachers written in child-friendly language (in case you want to just read it to your pupils).
- ✓ **Activity** – some activities may have a recommended modification adapted to specific classes.
- ✓ **Summary** – summary of lesson content and opportunity for reflection.

3. Each lesson title will be marked with a symbol to indicate recommendations based on the age group of the pupils in question. It will also have a symbol to indicate if it is a Media Literacy and/or Social-Emotional Learning Lesson.

(7-11)	(7-9)	(9-11)	(ML)	(SEL)
			Media Literacy	**Social-Emotional Learning**
2nd-6th class	**2nd-3rd class**	**4th-6th class**		
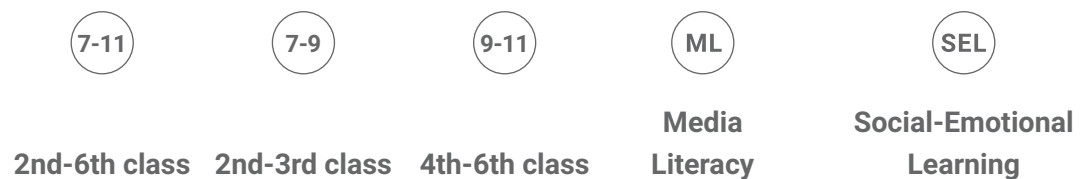
4. This curriculum is designed for you to teach in two different ways: in the order in which the lessons appear or in an order that matches the particular digital learning needs of your own pupils. The units are purposefully sequenced for classrooms starting from scratch, but many primary school pupils know parts of this knowledge base and can help you discover the specific skills they want or need to develop. Talking with them about what they do and don't know would be a great place to start.

Vocabulary Activities

The vocabulary used in these activities can be found at the beginning of each pillar.

Tell Me More

Materials needed:

• Board to display vocabulary words (chalkboard, poster paper, whiteboard, etc.)

Directions

1. Pupils find a partner.
2. Partner 1 turns his or her back to the board (pupils can be seated or standing).
3. Teacher displays three to five vocabulary words on the board.
4. Partner 2 faces the board and explains the first vocabulary word to Partner 1 **without saying the vocabulary word**.
5. Partner 1 tries guessing the vocabulary word.
6. Once Partner 1 correctly guesses the first vocabulary word, Partner 2 moves on to describe the next word.
7. Continue steps 3–6 until Partner 1 correctly guesses all the words on the board.
8. For the next round, Partners 1 and 2 switch roles. Repeat the activity with new vocabulary words.

Be Internet Legends Bingo

Materials needed:

• Handout: Be Internet Legends bingo cards

• Game pieces (anything that can be used to mark a spot: small cubes, paper clips, beans, etc.)

Directions

1. Distribute **Be Internet Legends bingo cards** (choose between a 5 x 5 or 3 x 3 bingo card) and game pieces to each pupil.
2. Pupils fill in bingo cards with vocabulary words from a given unit.
3. Teacher reads the **definition** of a vocabulary word.
   Teacher can randomly pick definitions from the unit's vocabulary list.
4. Pupils search to see if the word that matches the definition is on their board and mark it with a game piece.
5. A pupil can call out "Bingo!" when every spot in a row, column or diagonal has a game piece.
6. Continue playing with the current bingo cards, or have pupils remove all game pieces and play again.

Word Web

Materials needed:

• Handout: Word Web (page 8)

Directions

1. Each pupil finds one partner.
2. Distribute **Word Web** handout to each group (pupils can also re-create the Word Web handout on paper).
3. Pupils write one vocabulary word in the circle on the handout. You can implement this step in three different ways:
   • Assign the same vocabulary word for all groups.
   • Assign a different word to each group.
   • Pupils choose their own vocabulary word from the unit list.
4. Pupils then work with their partners to complete the handout.
5. Once completed, here are some ways you can extend this activity:
   • Pupils complete another Word Web for a new vocabulary word.
   • Collect completed handouts and display in the classroom on a word wall.
   • Host a gallery walk, where pupils see their classmates' Word Webs.

Be Internet Legends bingo card (5x5)

Be Internet Legends bingo card (3x3)

Word Web

Definition	Characteristics
Examples	Non-examples
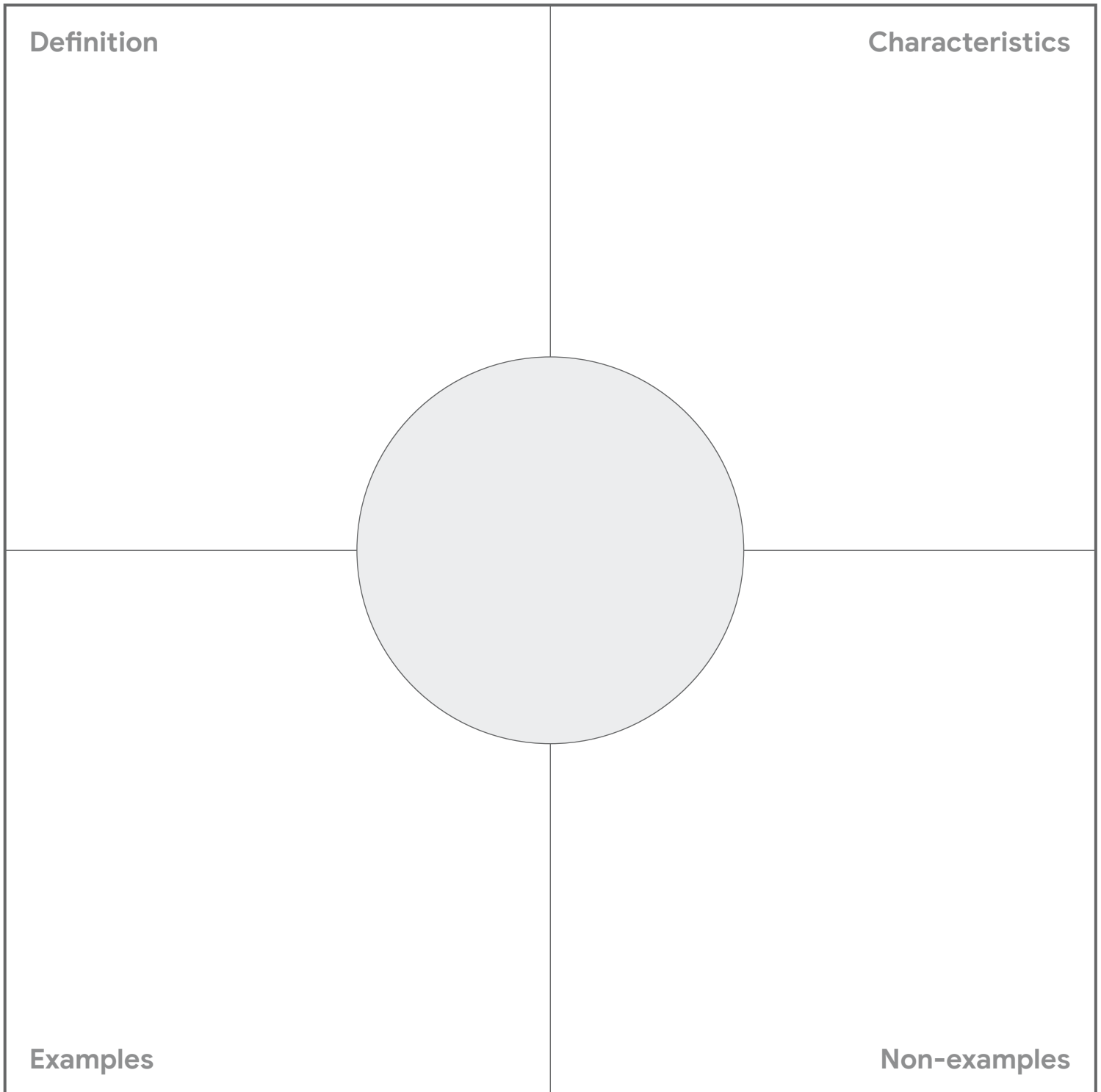
Parent introduction email/letter template

Here is a template for an email or letter that you can customise to tell parents you're using Be Internet Legends to help their children become safer, more confident explorers of the online world.

Dear Parent,

When our children are young, we do our best to help them get the most out of the Internet while keeping them safe online. As children mature into adolescence, our role shifts to helping them learn to navigate the digital parts of their lives safely and thoughtfully.

At [school name], we believe in partnering with parents and preparing our [X class] pupils to:
• **Think critically** and evaluate online sources.
• **Protect themselves** from online threats, including bullies and scams.
• **Be sharp about sharing:** what, when, and with whom.
• **Be kind and respectful** towards other people and their privacy.
• **Ask for help** from a parent or another trusted adult with tricky situations.

This year, these efforts will include Be Internet Legends, a multifaceted programme designed to teach children the skills they need to be safer, more confident explorers of the online world. One of the resources, Interland, is a browser-based game that makes learning these skills interactive and fun. It can be played at home too (your child might love to show you how it's done). Be Internet Legends provides fun, age-appropriate leaning experiences built around five core online safety pillars.

Be Internet Legends is formed of five core pillars of internet safety:
• **Think Before You Share**   • **Check It's For Real**   • **Protect Your Stuff**
• **Respect Each Other**   • **When In Doubt, Discuss**

Sharp, safe technology use can enable pupils to drive their own learning and help our school function better. We believe this programme will mark an important step towards our goal of ensuring that all our pupils at [school name] are learning, exploring, and staying safe online, both inside and outside the school gates.

We are happy to share more information about this new programme, including introductions to some of the resources your child will start using in class, but we also invite you to check out the resources that go with it at **g.co/BeInternetLegends-ie**. We encourage you to ask them about what we're doing in class; you might pick up a few privacy and security tricks yourselves!

Sincerely,
[You]

Frequently asked questions

Is it necessary to complete the lessons before having pupils play Interland?
No, but it can be helpful. The game is best when it reinforces what's learned with the curriculum and it's more fun when pupils have had a chance to engage with you in discussions and brainstorming prior to the game play experience.

Do pupils need Google Accounts for Be Internet Legends?
Nope! Be Internet Legends is available to anyone who visits the site. Because Google does not gather any pupil data, Be Internet Legends does not have or require any logins, passwords or emails.

What devices are compatible with Interland?
Interland works on any device that has an Internet connection and a web browser. This means almost any desktop or laptop computer, tablet or mobile phone is ready to help pupils Be Internet Legends.

What are all the URLs?
• For the Be Internet Legends homepage, visit **g.co/BeInternetLegends-ie**.
• For the Interland game, visit **g.co/Interland**.
• For the Be Internet Legends curriculum, visit **g.co/BeInternetLegends-ie**.
• For family resources, visit **g.co/BeInternetLegends-ie**.

Do I need special training or to be a special kind of teacher to teach this curriculum?
• First: Any qualified teacher can teach this curriculum to their pupils. No extra training is required.
• Second: The lessons are optimised for fun, relaxed give-and-take between teacher and pupils, ideally with judgment-free active listening on the educator's part.

What class is Be Internet Legends best suited for?
The full programme, including the curriculum, the game, and the resources on the website, was designed for users for pupils between the ages of 7 -11. However, depending on how teachers tailor the curriculum, the topics can be helpful for any class.

How do children learn from the game?
The game reinforces curriculum concepts by allowing them the freedom to explore healthy digital practices through play and understand digital interactions (and their consequences) in a safe, educational space.

Can each lesson be used in Google Classroom?
Yes, yes, and more yes. You can assign Interland to specific classes or sections or make the resource available to all your pupils in the form of a class announcement.

Do I need to be an internet safety expert to use this programme?
Not at all. The curriculum was designed so that any teacher can pick it up and teach it in their class. Furthermore, if you are interested in learning more on digital safety, you can take our online course for educators at **g.co/OnlineSafetyEduTraining**.

Can my pupils save their work on Interland?
Not in the current version, and that's not likely to change. Be Internet Legends does not generate or store any personal identifiable information whatsoever – including saved files. The reasons for this were purposeful – we do not collect pupil data and we wanted the experience to be accessible to everyone, meaning it is not necessary to have an account, a login or a password.

That's good, but a lot of my pupils are proud they finished the game and of what they learned.
We hear you, and for that reason we have created a customisable certificate template so that you can enter a pupil name and create a printable, personalised certificate of course completion for your pupils.

Where can I find the other educator resources?
All Be Internet Legends educator materials can be found on our resources page at **g.co/BeInternetAwesomeEducators**.

Is there an online community of Be Internet Legends users to share ideas or get help?
Yes (and we love it)! We frequently share ideas and engage with teachers on Twitter. Please follow us to learn more about Be Internet Legends and other topics at **@GoogleForEdu**.
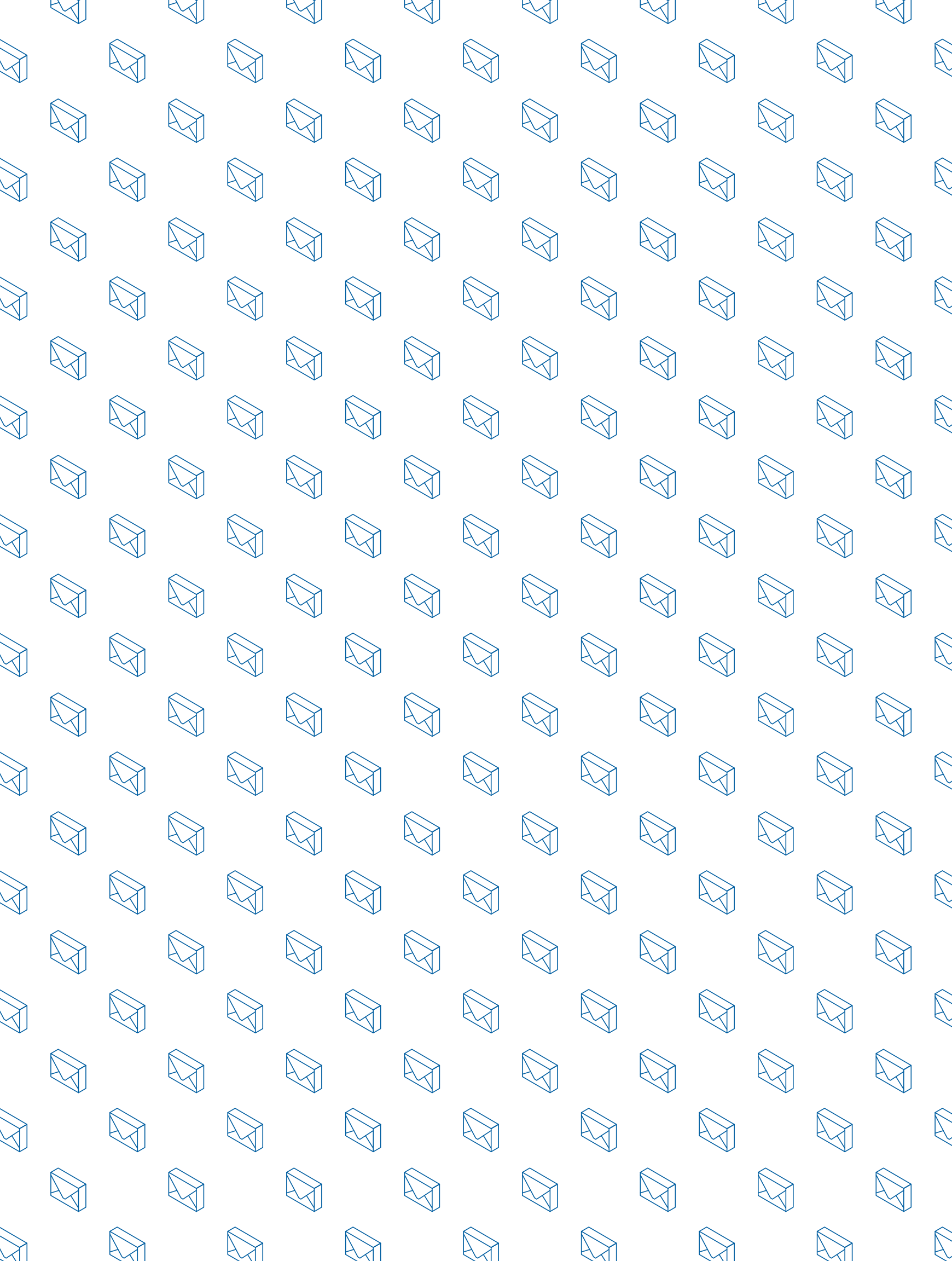
Think Before You Share

Protecting yourself, your information and your privacy online

Lesson overview			
Lesson 1	**When not to share**		**2nd-6th** class
Lesson 2	**Keeping it private**		**2nd-6th** class
Lesson 3	**That's not what I meant!**	ML	**2nd-6th** class
Lesson 4	**Frame it**	ML	**2nd-6th** class
Lesson 5	**Who is this person, anyway?**		**2nd-6th** class
Lesson 6	**How do others see us online?**		**2nd-6th** class
Lesson 7	**Interland: Mindful Mountain**		**2nd-6th** class

Themes

Teachers and parents understand how digital mistakes can hurt feelings, reputations and privacy. But it can be harder to convince children that a seemingly harmless post today could be misunderstood tomorrow – let alone in the future and by people they never thought would see it.

These activities use concrete examples and thought-provoking discussions to teach young learners how to maintain a positive online presence and protect their privacy.

Goals for pupils

- ✓ **Create and manage** a positive reputation both online and offline.
- ✓ **Respect** the privacy boundaries of others, even if different from one's own.
- ✓ **Understand** the potential impact of a mismanaged digital footprint.
- ✓ **Ask** for adult help when dealing with sticky situations.

Think Before You Share
Vocabulary

Positive:
Something that is good.

Negative:
Something that is bad.

Public:
When information online is open and anyone can see it.

Private:
When information online is closed and you control who sees it. This may be only you, or close friends and family members.

Digital footprint:
Your digital footprint is everything on the internet that makes you, you. This could include photos, audio, videos, texts, blog posts and messages that you write on friends' pages.

Personal information:
Information about a specific person. Your personal information can be public or private to varying degrees, depending on how sensitive it is.

Settings:
The area in any digital service, app, website, etc. where you can define or adjust what you share and how your account is handled.

Personal boundaries:
Rules that you make to let others know the safe and acceptable ways for them to behave towards you.

Think Before You Share: Lesson 1

Is it OK to share?

Pupils invent an imaginary character and come up with made-up 'personal' information to start thinking about zones of privacy.

About this lesson: *This is a foundational lesson on online privacy for people of all ages. It's the one about how it's almost impossible to take back what you share, control who will see it and how far into the future it'll be seen. It might help if you ask your pupils what technologies they use first and then refer to those media and devices in the lesson. If you aren't familiar with the apps, no problem! As you know, your pupils would probably love it if you ask them to help you with that.*

Goals for pupils

✓ **Understand** what kinds of personal information should be kept private and why.
✓ **Remember** that everyone deserves to have their privacy decisions respected.

Let's talk

Why does privacy matter?
Your online persona is everything on the internet that's about you. This could mean photos, audio, videos, texts, your posts on friends' pages, etc. As you get older, a strong online presence can bring with it all kinds of benefits. The internet makes it easy to communicate with family, friends and people who love the same things that you do. We send messages, share pictures and join conversations on social networks, sometimes without giving it a second thought.

But all this online connection can pose various risks. Once something's out there, there's no turning back. A picture or post that you think is funny and harmless today could be seen and misunderstood in the future by people you never intended to see it. Remember:

• Like everything on the internet, your digital footprint could be seen by anyone in the world.
• Once something about you is online, it could be online forever.

That's why your privacy matters. You can protect it by sharing only things that you're sure you want to share – in other words, by being careful about what persona you create online.

Knowing when to stay silent and when to speak up is the key to respecting other people's privacy and protecting your own.

Some questions for further discussion (these questions can also go home with pupils for follow up family discussions):
• Why should we never post our full name, address, phone number and other personal info online?
• When is it ok to share a photo or video of someone else?
• Is it ever ok to tell someone else's secret or private information – why/why not? What if you think it's a joke?
• What if someone you care about is posting something private that makes you think they're in danger. Would you share it? If you think so, should you tell them you're worried? Should you tell them you're thinking about telling an adult who cares about them?

Summary

Private information consists of personal details or facts that we might want to keep to ourselves or share only with trusted family or friends. What kinds of information does this include?
• Your home address and phone number.
• Your email and other online passwords.
• Your username.
• Your schoolwork and other documents that you create.
• Your photos, videos, music and other content. Your exam results and schoolwork.

Think Before You Share: Lesson 2

Keeping it private

We're going to review three scenarios and talk about how each one might have a different privacy solution.

Let's talk

You'll need:
• Pictures of each scenario for pupils who need more support (please note example three is different for ages 7-9) on pages 79-80.

Privacy scenarios: What should you do?

Example 1: A child at your school has a really bad haircut and isn't happy with it. Someone takes a picture and shares it online.
• Is it kind to share another person's bad hair day?
• How do you think that person would feel?

Example 2: Someone writes in their diary. Another person copies what they wrote and posts it online.
• Was the other person wrong to post the diary entries?
• How would you feel if someone did this with your diary?

Example 3: Someone posts, 'have a good holiday,' on a friend's social media page.
• Had the friend announced publicly that they were going away?
• Are there more private ways to communicate this message – i.e., sending a private message or text?

Summary

Different situations call for different responses. It's always important to respect other people's privacy choices, even if they aren't the choices that you yourself would make.

Think Before You Share: Lesson 3

That's not what I meant!

This lesson demonstrates that a T-shirt is both direct communication and media at the same time and helps pupils see that screens aren't the only kind of place where media can be found.

Media literacy background for teachers: *When we wear t-shirts featuring corporate logos, sports teams, schools, musicians, politicians, etc., we are essentially walking billboards. This lesson demonstrates that a T-shirt is both direct communication and media at the same time and helps pupils see that screens aren't the only kind of place where media can be found.*

Goals for pupils

- ✓ **Learn** the importance of asking the question: How might others see this message differently from me?
- ✓ **Build awareness** of the many visual cues people use to communicate.
- ✓ **Understand** that sharing something online as well as on a T-shirt is making media.
- ✓ **Learn** what "context" and "representation" mean.

Let's talk

Using only emojis, pupils create T-shirts to represent themselves. In the process, they learn that different people can interpret the same message differently.

Sometimes when we are communicating, **we** know what we mean, but the people we are communicating with don't understand, especially if we aren't in the same space. That's because people's experiences affect the way they interpret things like images and words.

To add to the confusion, there are a lot of messages we communicate without even knowing it. We tell people who we are – and judge who they are – using cues like our clothes, our hair style, and even the way we walk or gesture with our hands. This is called "representation"— expressing something about a thing, person, or group by using pictures, symbols, style and words.

Here's an example: if you were online and saw a picture of a person wearing a sports top with a team logo, you would probably think that the person is a fan of that team, and you'd probably be right. That's because most of us recognise the design of sports tops – we know that's sports "code." So even if we aren't sure which team is being represented, we know it's probably a sports team.

But what if you saw a picture of someone wearing a rooster on top of their head? What would you think about that person? If you are a football fan, for example, you know that the mascot of the French national football team is, in fact, a gallic rooster. The person in the picture was using the rooster hat to represent their support for the French national team.

If you didn't know this particular type of fan "code," you might think that the rooster was part of a costume or just a bit weird. You might even be tempted to comment on how weird it was. That might make the person wearing the hat upset. To them, your comment

is rude and they might be tempted to respond with a mean comment about you. That makes you mad, so we end up with a mess of negative comments and hurt feelings.

So how do we make sure other people will understand what we mean when we post online? One way is to see ourselves as media creators – not just communicators or players. Every time we create an online profile, text someone, comment in game chat, or share a picture, we are making media. Like all good media creators, we want to be thoughtful about the media we make and share by pausing before we post and asking: "How might someone who is different from me interpret my message?".

Activity

Materials needed:

• Handout: "Blank T-shirt" (one per pupil)

• Handout: "Emoji grid" (projected or posted so everyone can see)

• Markers, coloured pencils, or crayons to draw with

• Tape (or a way to display T-shirt drawings for a walkabout)

1. Describe yourself with emojis
To help us think about being skilful media creators, we're going to decorate T-shirts. Using the handout of the blank T-shirt outline, draw a representation of yourself using only emojis. You can use one, two, or three emojis, but no more. You can copy emojis from the grid or invent your own.

2. Show and tell
Pair up and try to guess what the emojis on your partner's T-shirt say about them. Are your guesses accurate or do you have to explain to each other what your emoji picks mean?

3. Learn about each other
Post the "T-shirts" around the room so everyone can look at everyone else's shirt. Can you accurately match each shirt with its owner?

4. As a class, discuss:
• What made it hard or easy to match shirts with classmates? What did you notice about the symbols on the shirts that were easy to match? Were some emojis used by lots of people? Were some used by only one person?
• Did everyone agree on the meaning of every emoji? How can context change the meaning of the emoji? Look at the emoji of the hands with the two fingers. How do you know if it means peace, victory, or the number 2? How about the fire emoji? Does it mean danger/emergency? Really popular or successful ("You're on fire!")? Does the meaning change depending on where it appears (grinning emoji on your homework might mean that your teacher thinks you did good work but in a text from a friend it might mean they're happy or joking)? Does the meaning change depending on what other emojis it's with?

Summary
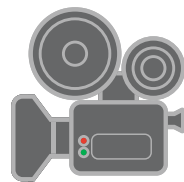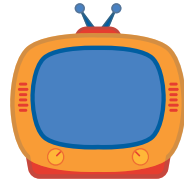
As media creators, before we post messages or pictures online, it's a good idea to pause and ask: "How could someone who is different from me interpret this? Am I sure they'll understand what I mean?" Could they take it wrong? And we should ask ourselves the same things before **we** post or comment too. "Am I sure I understand what they mean? How can I know?"

Blank T-shirt
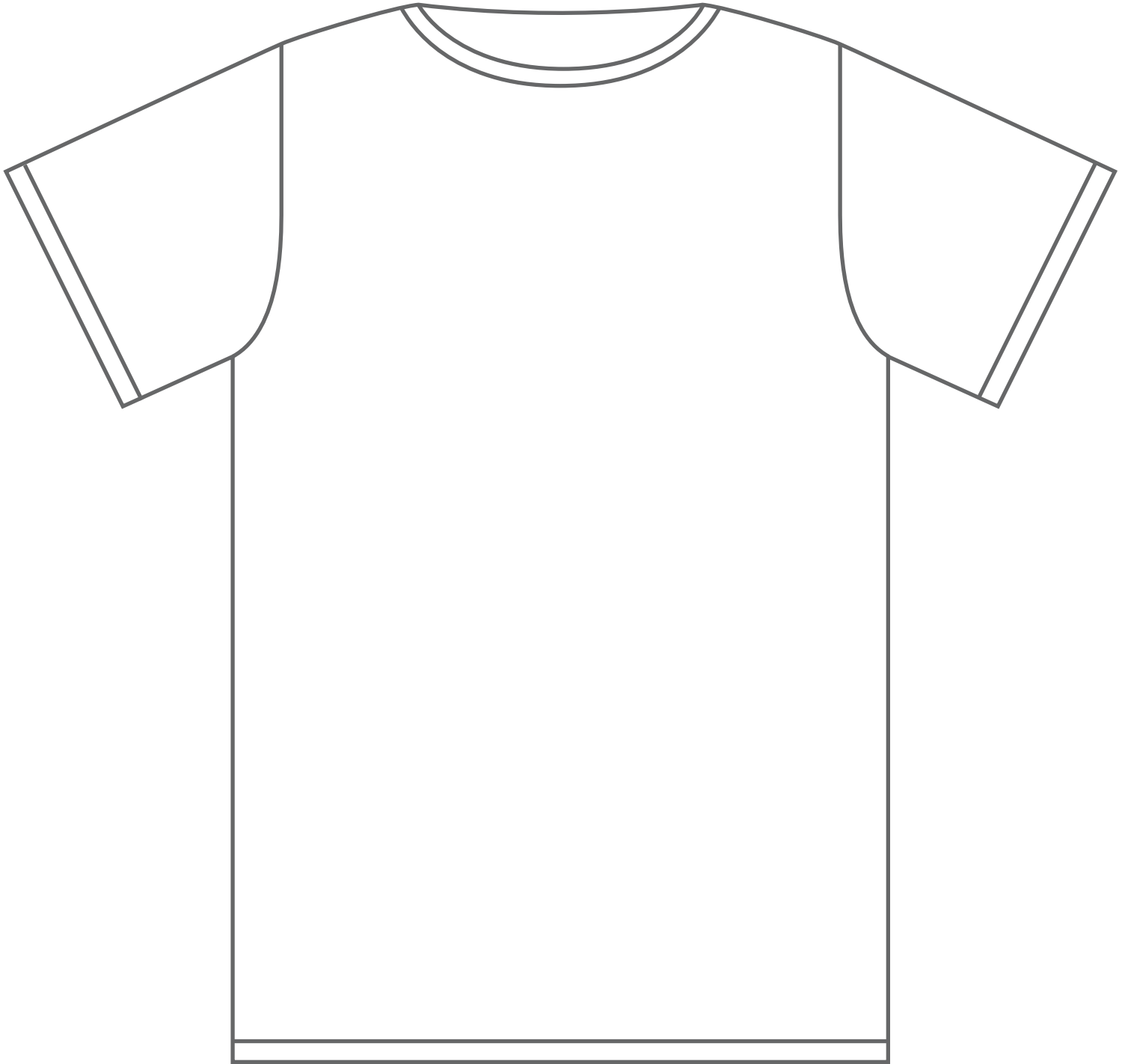
Emoji grid

Think Before You Share: Lesson 4
Frame it

Media literacy background for teachers: Media are made by people who make choices. The most basic of these are what to include and exclude. This lesson helps students see themselves as media makers when they decide what to share online.

Remind pupils that whatever they see posted online is a form of media (see previous lesson).

Goals for pupils

✓ **Visualise** themselves as media creators.

✓ **Understand** media makers make choices about what to show and what to keep outside the frame.

✓ **Use** the concept of framing to understand the difference between what to make visible and public and what to keep secure or invisible.

Let's talk

Visual media makers control how much information they want to share by **framing**. They decide what to include **inside the frame** (what we can see), and they decide what stays **outside the frame** (what's invisible).

Activity

Materials needed:

• Plain/ scrap paper (A5) and scissors (one set per pupil)

• Handout: "What's in the frame?" or screen or smartboard with images projected

Run through each lesson as a class, then discuss:

1. Framing

All pieces of media are the product of a series of choices by their media makers. One important choice is what to include and another is what to leave out. When we take pictures or video, what is "in" and "out" of the image is separated by a frame.

To see how this works, take your paper and cut a rectangle out of the centre to make your own frame.

Hold the frame at arm's length and move it slowly toward your face and back out (you could also try this with the zoom function on a camera). What do you notice about what you can see inside the frame? How about if you move it side to side? Is there a way to hold the frame so you can see some of your classmates but not others, or some of the things on a wall but not others?

When you control the frame, you are the media maker. You have the power to decide what to include or leave out. What you choose to leave outside the frame is still there in real life, but people who view the media you made would never be able to see it.

2. Keep it in or leave it out?

Look at picture 1A of the handout. What do you think you're looking at and how do you know?

Look at 1B. How does the added information help you get a better idea of what you're looking at? Try it again with picture 2A. What do you think is casting the shadow? What's your evidence? 2B adds more information. Was your guess correct?

Try it again with picture 2A. What do you think is casting the shadow? What's your evidence? 2B adds more information. Was your guess correct?

3. Too Much Information (TMI)?
Extra information isn't always welcome. Sometimes it's a distraction that takes away from our ability to enjoy or understand the smaller frame image. Take a look at picture number 3A on the handout. Compare this with picture 3B.

What would it be like if every time you watched a movie, a TV show, or video you weren't just seeing the small frame? What if you were also seeing all the cameras, microphones, crew members, and the edges of the set? Do you think you would enjoy the story as much?

4. You decide
Every time you share something online, you are making media. And like the producers of a film, video or TV show, you can decide what people will see – what's inside the frame and what stays out of sight, outside the frame.

Summary

As a media maker, you put a "frame" around what you share online so other people see only what you want them to see. Every time something is posted online, you only see what is 'inside the frame'; what the person posting the image/ video wants you to see.

Be Internet Legends.
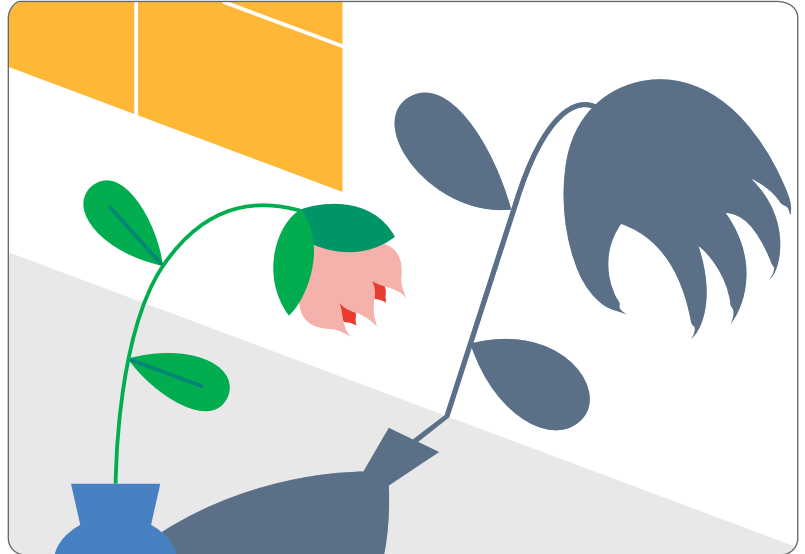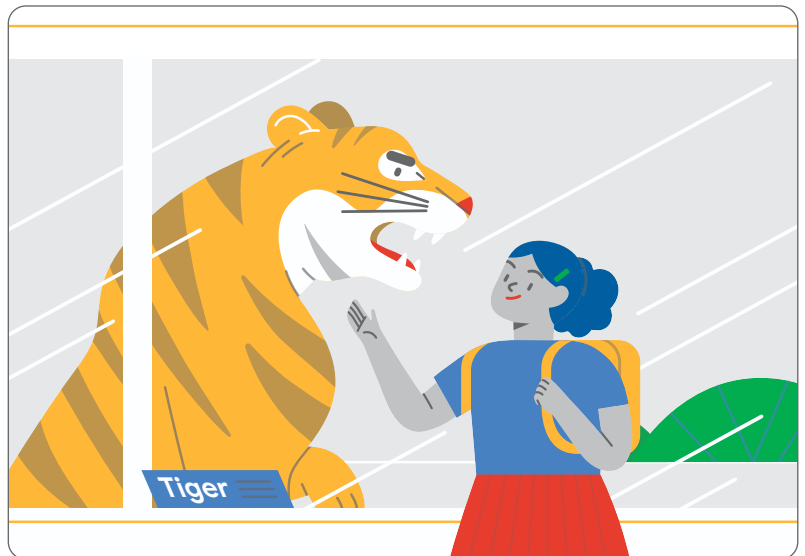
What's in the frame?

1A

1B

2A

2B

3A

3B

Think Before You Share: Lesson 5

Whose profile is this, anyway?

Pupils study a collection of personal information about a fictitious character to try to deduce things about this person.

Goals for pupils

✓ **Identify** ways information can be found online about people.
✓ **Consider** how judgements are made about a person when they post things online, things that become part of their digital footprint.
✓ **Determine** accuracy of information and understand the difference between assumption, opinion and fact.

Let's talk

How we know what we (think we) know?

A lot of personal information can be found on the Internet. Some of it can cause us to think things or make guesses about people that turn out not to be true. These are the questions we are going to explore:

• What might we learn about a person from their personal information or things they post?
• What can we guess from personal information, even if we aren't sure?
• Do we know how this information was collected in the first place? How can we identify the source?

Activity

You'll need:

• Various fictitious personal data sources. You can use the handout on the page 27, or here are some ideas:
• Social media accounts, if age appropriate.
• Printed-out browser history logs.
• Printed-out list of locations where they 'checked in' (restaurants, coffee shops, Wi-Fi hotspots).
• Notebooks or devices for a short writing assignment.

Possible modification for pupils in 2nd and 3rd class: *If you feel your pupils in 2nd and 3rd class are ready to talk about "digital footprints" in media, consider using the "I Do, We Do, You Do" strategy (where you model the first example on the worksheet, complete the 2nd example as a class, then turn it over to the pupils as individuals – and discuss!)*

1. List at least two pieces of personal information you've found by reading each character's profile.
2. We'll then separate into groups, and each group will write its own quick description of this person. Who do you think they are?
3. How much can we find out about someone just from what they post online, even if we don't know them?

• **Christine** is in 5th year in secondary school. She's going to university in two years and hopes to study chemical engineering. At some point she even wants to start her own company. She cares most about: family, volunteering, pop culture, fashion.
• **Amanda** is the goalkeeper on her school's GAA team. She's 15 and lives in Galway. She has an 8-year-old sister. She cares most about: GAA, studying art, playing the guitar, hanging out with friends.
• **Connor** is 14. He just joined the football team and has two cats. He's very good at sketching and likes to build robots at the weekend. He cares most about: technology, his football team, animals and animal rights.

Be Internet Legends.

5. Discuss

How close were your descriptions of the characters to the facts about them? Why do you think you came up with your descriptions? Are your descriptions opinions, assumptions or facts — and explain why? What did you learn from this activity?

Summary

Our assumptions about people aren't always right, but too often we use these inaccurate conclusions to judge or make decisions about someone. Always try to make sure you really know the things about people that you think you know.

Whose profile is this, anyway?

Read each collection of the person's online activity below. Based on what you see here, write a short description of what you think this person is like: What do they like, dislike, and care about most?

Christine

Under-the-sea photos from the disco! Looking good!

🔗 Best Ways to Battle spots

My little brother Alex is SOO annoying. Maybe he's an alien.

📍 Laser Tag Venue, Market Square

📅 Young Chemists Conference at Trinity College Dublin

FINALLY SAW THE NEW SPY WARS MOVIE. Omg obsessed!

Amanda

Won game! One more game to go before the championship. Need to practise my throwing technique.

I hate school discos. #notgoing

📍 National History Museum Dublin

🔗 Heading to Dublin for my golden birthday! Can't wait.

Playing football with my dad at Penny Pack Park! It's gonna be class

📅 La Luna at City Centre Area

Connor

📍 Bob's Burger Bar

Missed the winning goal. Ugh. At least we drew.

🔗 25 Photos of Puppies

📅 The Westfield School Debs

Check out my friend's website! I wrote a lot of the code for it.

New high score!! Yassss. I luv gem jam!!

Think Before You Share: Lesson 6

How do others see us?

Pupils explore how different types of people – be it parents, employers, friends or the guards – would see the character from the previous lesson, or what bits of their digital footprint can suggest about them.

Goals for pupils

✓ **Understand** the perspectives of other people when we are deciding whether or not to share information online.

✓ **Consider** the consequences of exposing personal information: what you share becomes part of your digital footprint, which can last a long time.

✓ **Start** to think about what it means to curate what they post online and how that relates to their digital footprint.

Let's talk

A new point of view

The information in your digital footprint could tell people more – or just different – stuff about you than you want them to know. We're going to look at the consequences of that.

So, let's pick one of those characters and pretend that we're them and we posted those comments. We're going to try on their point of view.

• Do you think your character wants people to know all this personal info? Why or why not? What types of people would your character want (or not want to see that info)?
• How do you think this information would be **seen** by other people?
• How do you think it would be **used** by other people?

Different situations call for different levels of privacy. Thinking about how other people would view what you post is the key to good online privacy habits.

Activity

Materials needed:
• Worksheet: "Who is this person anyway?" from Lesson 5 (one per pupil)

Possible modification for 2nd and 3rd class: *If you feel your pupils in 2nd and 3rd class are ready to talk about how they're seen in social media, consider reducing the number of perspectives, maybe Parent, Friend, Guard and themselves 10 years from now, then discuss as a class.*

1. Take a new point of view

We're going to go around the room and count off from 1 to 3, then form three groups. The 1's get to be Christine, the 2's Amanda and the 3's Connor. Then I (teacher) am going to go around to each group and pretend to be one or two of the following people (read list). Then your group will discuss how your character feels about the way the person I'm pretending to be reacted to your information.

As teacher, you'll be role-playing how a parent, guard, peer, secondary school student, etc. would react to the information on each character on the worksheet (pick 2–3 or ask the groups which characters they want you to be). Briefly – no more than 2 min. per role.

• Parent
• Friend
• Yourself in 10 years
• Coach
• Guard
• Advertiser
• Employer

2. Group discussion

For 5–10 min., each group will discuss the choices their character made, the reactions of the people the teacher played and how they felt about those views of Christine, Amanda and Connor. Then I'll ask each group to share with all of us what they discussed and learned about privacy choices online.

3. Class discussion

What are your top 3 Summarys from this activity? Did the different people who saw your information online make accurate assumptions about you? Do you think they formed positive or negative opinions about you? Were you satisfied with their responses? What do you think might be the consequences of someone forming a negative opinion about **you** from the information you post online? How would you curate the information or post differently now, knowing who saw it?

Summary

Different people can see the same information and draw different conclusions from it. Don't assume that people online will see you the way you think they'll see you.

Think Before You Share: Lesson 7

Interland: Mindful Mountain

The mountainous town centre of Interland is a place where everyone mingles and crosses paths. But you must be very intentional about what you share and with whom. Information travels at the speed of light, and there's an oversharer among the Internauts you know.

Open a web browser on your desktop or mobile device (e.g., tablet), visit **g.co/MindfulMountain**.

Discussion topics

After pupils explore Mindful Mountain, these questions will encourage discussion of the game's themes.
• Why is the character in the game called an Oversharer?
• How do the Oversharer's actions affect the game?
• Of all the posts you shared in the game, which type do you think you would share most often in real life? Why?
• How has playing the game made you think about what people should share online?
• How can sharing something publicly online instead of just with friends affect someone's online reputation?
• What is one example of a possible negative consequence from sharing something with the public instead of just your friends?
• What can someone do, or how can they get help, if they share something they later regret online?

Discussion questions for younger years
• Why is the character in the game called an Oversharer?
• How do the Oversharer's actions affect the game?
• How has playing the game made you think about what people should share online?
• When is making something public online, instead of just with friends, not a good idea or potentially unsafe?
• What can someone do, or how can they get help, if they share something they later regret online?
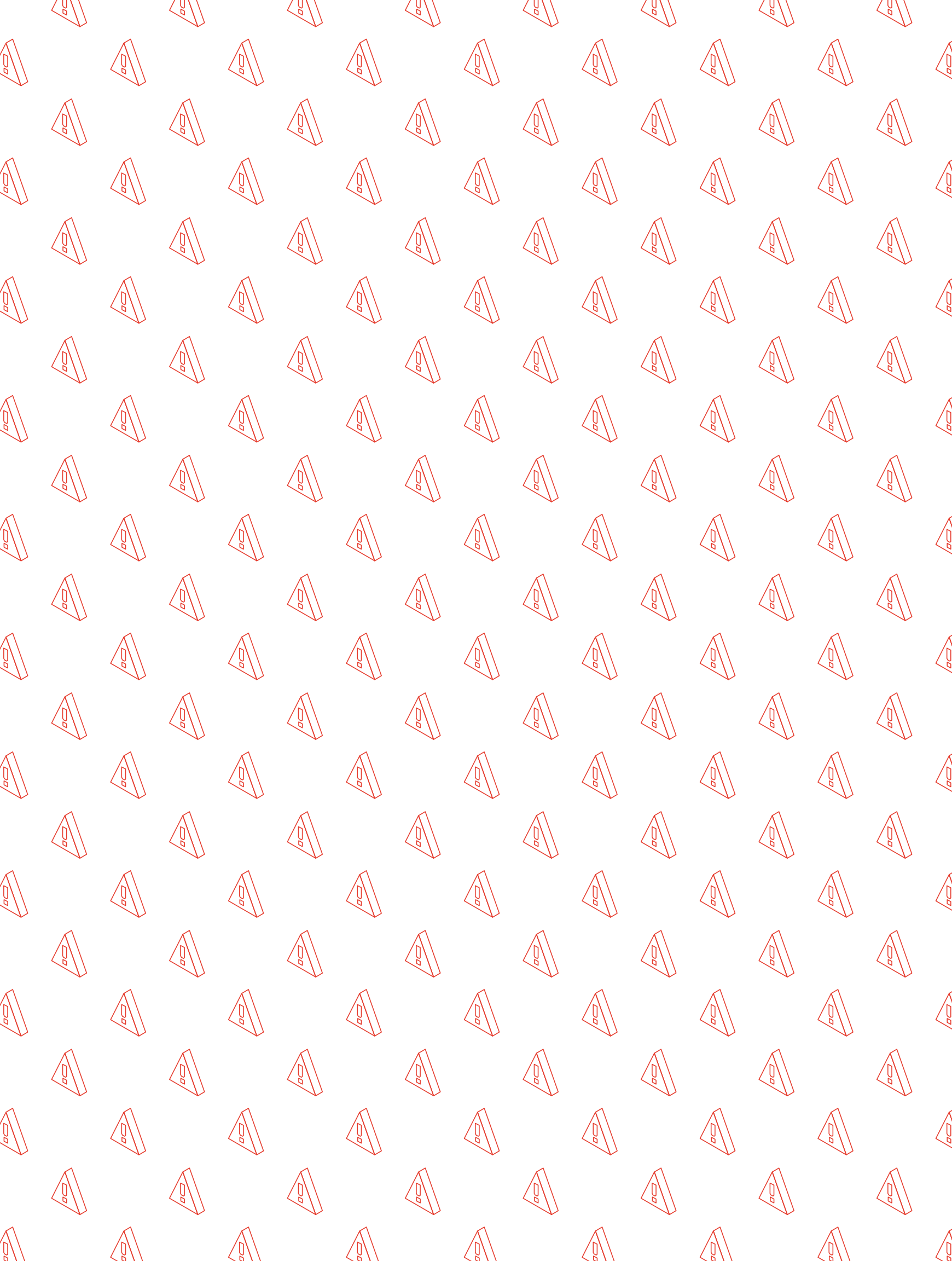
Check It's For Real

Steering clear of scammers, fakers, info that doesn't help and other Internet stuff that tries to trick your brain – and learning how to find the good stuff

Lesson overview				
	Lesson 1	**Pop-ups, catfishing and other scams**		**2nd-6th** class
	Lesson 2	**Who's this 'talking' to me?**		**2nd-6th** class
	Lesson 3	**Is that really true?**	ML	**2nd-6th** class
	Lesson 4	**Spotting untrustworthy information online**	ML	**2nd-6th** class
	Lesson 5	**If we were a search engine**	ML	**2nd-6th** class
	Lesson 6	**Practising Internet search**	ML	**2nd-6th** class
	Lesson 7	**Interland: Reality River**		**2nd-6th** class

Themes

It's important for children to understand that contacts or content they encounter online aren't necessarily true or reliable and could involve efforts to trick them or steal their information, identity or property. Online scams aim to get Internet users of all ages to respond to fraudulent posts and pitches – sometimes from people pretending to be someone they know.

Goals for pupils

✓ **Understand** that what people tell you online isn't necessarily true.
✓ **Learn** how scams work, why they're a threat and how to avoid them.
✓ **Determine** the validity of information and messages online and be wary of manipulation, unsubstantiated claims, fake offers or prizes and other online scams.

Check It's For Real
Vocabulary

Genuine:
Something that is real and true.

Honest:
Something that is truthful and reliable.

Fraud:
A trick to get something from someone.

Unreliable:
Something you can't trust. You may be unsure that it's true.

Suspicious:
You may feel this way when you don't trust something or someone — or you think information may be fake or dishonest.

Phishing:
A phishing attack happens when someone tries to trick you into sharing personal information online. Phishing is usually done through email, ads, or sites that look similar to sites you already use.

Spear phishing:
A phishing scam where an attacker targets you more precisely by using pieces of your own personal information.

Scam:
A dishonest attempt to make money or gain something else of value by tricking people.

Trustworthy:
Able to be relied on to do what is right or what is needed.

Authentic:
Real, genuine, true, or accurate; not fake or copied.

Verifiable:
Something that can be proven or shown to be true or correct.

Deceptive:
Intended to make someone believe something that isn't true.

Firewall:
A programme that shields your computer from most scams and tricks.

Malware:
A term used to refer to a variety of forms of hostile or intrusive software, including computer viruses and other malicious programs.

Encrypted:
When information or data is converted into a code.

Check It's For Real: Lesson 1

Don't bite that Phishing hook!

A game where pupils study various messages and texts and try to decide which messages are real and which are fake.

Goals for pupils

✓ **Learn** techniques people use to scam other people online or on devices.
✓ **Review** ways to prevent online theft.
✓ **Know** to talk to a trusted adult if they think they're a victim of an online scam.
✓ **Recognise** the signs of scam attempts.
✓ **Be careful** about how and with whom they share personal info.

Let's talk

What's a scam, anyway?

A scam is when someone tries to trick you so they can steal something such as your login, personal information, money, or digital property. Scammers sometimes pretend to be someone you trust, and they can show up in a pop-up, webpage, text or even a fake app in ad or app stores. Their messages – and the unsafe pages they try to send you to – can also put viruses on your device. Some use your contact list to target your friends and family with the same kind of attack. Other types of scams might try to trick you into downloading a bad app by looking like the real one or bad software by telling you there's something wrong with your device.

Remember: A texter, website or ad can't tell if there's anything wrong with your device or computer! So, if they say there is something wrong, they're trying to scam you. Also remember (you may have heard this before, but it's good): If you get a message from someone you don't know or even think you **might** know, and it sounds fantastic, exciting, or a little too good to be true, it very probably is exactly that (too good to be true).

Note to teacher: *You could ask the class if they've ever heard that, get a show of hands, then ask them if they've ever seen a message like that themselves – or if a family member has. If not, GREAT, and if it happens in the future, they know how to protect themselves, their family and their stuff.*

Some scams are obviously fake. Others can be sneaky and really convincing – like when a scammer sends you a message that includes some of your personal information. That's called spear phishing, and it can be very hard to spot because using your info can make it seem like they know you. Another kind, which you've probably heard of, is catfishing. This is when someone creates a fake page or profile pretending to be someone you know or you're a fan of so they can trick you. Then there's smishing (scams in text messages) and phishing (in email).

So, before you do what someone asks, like click on a link or share your login, it's a good idea to ask yourself some questions about that message. Here are some questions you could ask:

- If it's from a business, does it look professional, with the product's or company's usual logo and text that doesn't have spelling errors?
- It's never a good idea to click to a website from the message, but you can go to your web browser, search for the business and click to it from search, then ask yourself: Does the site's URL match the product or company name and information you're looking for? Are there misspellings?
- Is the message coming in the form of really annoying spammy pop-ups?
- Does the URL start with https:// with a little green padlock to the left of it? (That's good, it means the connection is secure.)
- What's in the small print? (That's sometimes where they put sneaky stuff, if they bother to. It's also not good if there's **no** small print.)
- Is the message offering something that sounds too good to be true, like a chance to make money, get a better digital thing for your avatar or character, become famous, etc.? (It's almost **always** too good to be true.)
- Does the message sound just a little bit weird? Like they're saying they know you and you think it's possible, but you're not completely sure?

And what if you do fall for a scam? Start with this: Don't panic! Lots of people do.
- Tell your parent, teacher or other adult you trust right away. The longer you wait, the worse things could get.
- Change your passwords for online accounts.
- If you do get tricked by a scam, let your friends and people in your contacts know right away, because they could get that tricky message next.
- Report the message as spam, if possible.

Activity

Materials needed:
- Handout: "Phishing examples" (answers provided on page 39)

Possible modification for 4th and 5th class: *Divide the class into 5 groups and assign one example from the worksheet to each group. After each group has had a chance to analyse the example, discuss as a class.*

1. Divide class into groups

2. Each group studies examples
Let's divide into groups, and each group study these examples of messages and websites.

3. Individuals indicate choices
Decide "real" or "fake" for each example, and list reasons why below it.

4. Groups discuss choices
Which examples seemed trustworthy and which seem suspicious? Did any answers surprise you? If so, why?

Be Internet Legends.

Answers to student handout: "Phishing examples"

1. **Real.** The message asks the user to go to the company's website and sign into their account on their own, rather than providing a link in the message or asking you to email your password (links can send you to malicious websites).

2. **Fake.** Suspicious and insecure URL

3. **Real.** Note the https:// in the URL

4. **Fake.** Suspicious offer in exchange for bank details

5. **Fake.** Insecure and suspicious URL

6. **Fake.** Insecure and suspicious URL

7. **Fake.** Insecure and suspicious URL and suspicious offer in exchange for bank details

5. Further discussion

Here are some more questions to ask yourself when assessing messages and sites you find online:

• **Does this message look right?**
  What's your first instinct? Do you notice any untrustworthy parts? Does it offer to fix something you didn't know was a problem?

• **Does this app look right?**
  Sometimes fake apps, so apps that look a whole lot like real ones, get advertised in website pop-ups or show up in app stores. There are all kinds of nasty things they do if they're downloaded to a phone like steal your information or contacts, install bad software, etc. Look out for spelling mistakes, a tiny number of user reviews or sloppy (not very professional) graphics.

• **Is the message offering you something for free?**
  Free offers usually aren't really free. The senders usually want to get something from you.

• **Is it asking for your personal information?**
  Some scammers ask for personal info so they can send you more scams. For example, quizzes or "personality tests" could be gathering facts to make it easy to guess your password or other secret information. Most real businesses won't ask for personal information in a message or from anywhere except their own websites.

• **Is it a chain message or social post?**
  Texts and posts that ask you to forward them to everyone you know can put you and others at risk. Don't do it unless you're sure of the source and sure the message is safe to pass on.

• **Does it have small print?**
  At the bottom of most documents you'll find the "small print." This text is tiny and often contains the stuff you're supposed to miss. For example, a headline at the top might say you've won a free phone, but in the fine print you'll read that you actually have to pay that company €120 per month. No small print at all can be just as bad, so definitely pay attention to that too.

Note: For the purposes of this exercise, assume that Internaut mail is a real, trusted service.

Summary

When you're online, always be on the lookout for scams in games, webpages, apps and messages and know that if it sounds fabulous or a way to get something for free, it's probably fake. And if you do get fooled, make sure you tell an adult you trust right away.

Phishing examples

Email

🔒 https://mail.internaut.com/mail/u/0/#inbox

Subject: Important information about your membership

From: Owl Cinemas<memberships@owlcinemas-example.com>

Body: Dear John,

A big "Thank You" from Owl Cinemas for your Unlimited membership so far with us.

We are writing to remind you that your initial 12-month membership with us is almost complete. We hope that you have had an amazing year of film at Owl Cinemas. And because you've been such a loyal member, we'll shortly be upgrading you to our premium membership at no additional cost!

Please check and update your details online now to ensure you benefit from all of the perks of our premium membership.

The Owl Cinemas Team

1. Is this real or fake?

_____   _____

Real   Fake

Internaut Docs

ⓘ www.d0cs.intern4ut.com

Internaut mail

Email

Password

Sign in to view file

2. Is this real or fake?

_____   _____

Real   Fake

Donuts & more

🔒 https://www.donutsandmoreshop.com

DONUTS & MORE SHOP   News   Donuts   More

3. Is this real or fake?

_____   _____

Real   Fake

Email

🔒 https://internaut.mail.com/mail/u/0/#inbox

Subject: Great Opportunity my friend

From: Robin<robin@robin-hood-example.com>

Body: Dear Friend.
My name is Robin and I am a teacher from the town of Nottingham. I am teaching a massive group of pupils and I believe that I make a lot of a difference in the lives of these children. Unfortunately, the sheriff of the town has been overcharging me on my taxes. As you know, teachers are never meant to be paying this much tax because we are not being paid well. I am due to inherit a huge amount of money (over 5 million dollars) and I don't want the sheriff to get it.

You have always been a good friend to me so I want to keep the money in your bank account until after tax period. As a reward, I am willing to leave you 1 million dollar. This is such a good deal and only for you my friend. Please send me your complete bank details so I can put this money in your account.

Your good friend for ever,

Robin Loxley

4. Is this real or fake?

_____   _____

Real   Fake

Internaut Accounts

ⓘ http://www.internautaccounts.com-genuine-login.com/

Internaut Accounts

Hey, is that really you?

It looks like you're signing into your account from a new location. Just so we know this is you—and not someone trying to hijack your account—please complete this quick verification. Learn more about this additional security measure.

Choose verification method

◉ Confirm my phone number:

[Enter full phone number]

Internaut mail will check if this is the same phone number we have on file—we don't send you any messages.

○ Confirm my recovery email address:

[Enter full email address]

Internaut mail will check if this is the same email address we have on file—we won't send you any messages.

[Continue]

5. Is this real or fake?

_____   _____

Real   Fake

6. Is this real or fake?

_____   _____
Real   Fake
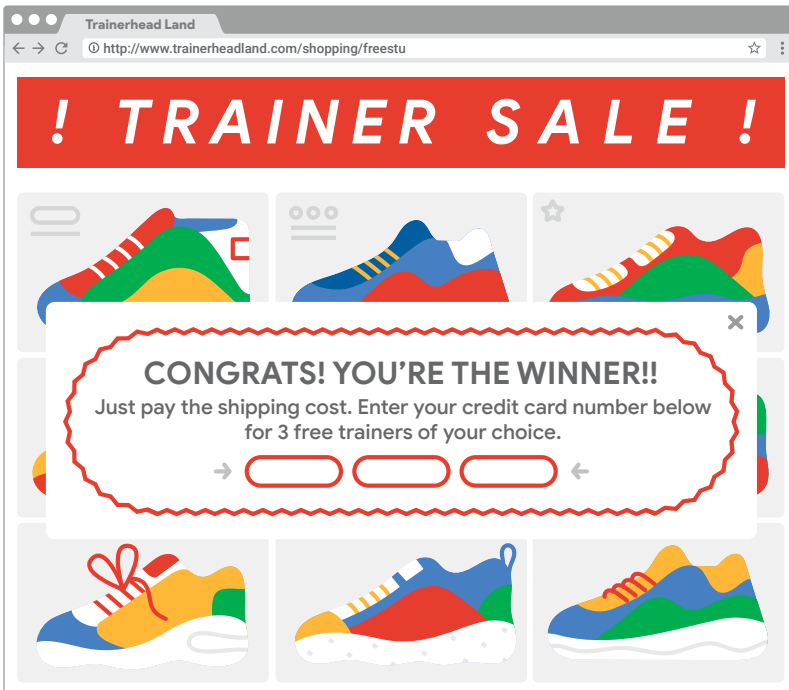

7. Is this real or fake?

_____   _____
Fake   Real

Check It's For Real: Lesson 2

Who are you, really?

Pupils practise their anti-scam skills by acting out – and discussing possible responses to – suspicious online messages, posts, friend requests, apps, pictures and email.

About this lesson: *Because it's about social interaction, this lesson would seem to be for pupils in higher classes (5th and 6th class), but because more and more children aged 7–9 are playing online games, many of them with other players rather than solo, this lesson is good preparation even for 2nd and 3rd class. We hope teachers responsible for those classes will find out if their pupils are gaming and, if so, what they love about it and whether they've experienced anything sketchy. To maximise learning, just keep it light, open and judgement-free.*

Goals for pupils

- ✓ **Understand** that people contacting us may not be who they say they are.
- ✓ **Be sure** the person is who they say they are before replying.
- ✓ **Ask** questions or get help from an adult if it's hard to tell who the person is.

Let's talk

How do you know it's really them?
When you're on the phone with your friend, you can tell it's them by the sound of their voice, even though you can't see them. The online world is a little different. Sometimes it's harder to be sure someone is who they say they are. In apps and games, people sometimes pretend to be someone else as a joke, to get something from you or to be mean. Other times, they impersonate people to steal personal information or digital property like skins or game money. The safest thing to do is not to respond or to tell a parent or other adult you trust that you don't know the person trying to connect with you. But if you decide it's okay to respond, it's a really good idea to see what you can find out about them first. Check their page or profile, see who their friends are or search for other information that tells you they're who they say they are.

There are lots of ways to verify someone's identity online. Here are a few examples to get us started.

Note to teacher: *You might consider leading a class brainstorm on the question "How do we verify a person's identity online?" first; then continue the conversation with these thought starters.*

- **If there's a photo of the message sender, is it a little suspicious?**
  Is their photo blurry or hard to see? Or is there no photo at all, like a bitmoji or cartoon character's face? Bad photos, bitmojis, photos of pets, etc. make it easy for a person to hide their identity in social media. It's also common for scammers to steal photos from a real person in order to set up a fake profile and pretend to be them. If there's a photo, can you find more photos of the person with that name online?

- **Does their screen name contain their real name?**
  On social media, for instance, does their screen name match a real name? (For example, Jane Doe's profile has a URL like SocialMedia.com/jane_doe.)

- **Does their page have info about them?**
  If so, does it sound like it was written by a real person? Fake accounts might not have much "About Me" information or might have a bunch of information copied or pulled together randomly to create a fake profile. Is there anything in their info that you can confirm by searching for it with the name on the profile?

- **How long has the account been active? Does the activity make sense to you?**
  Is the page or profile new, or does it show a lot of activity going back over time? Does the person have mutual friends with you, like you would expect? Fake accounts usually don't have much content or signs of other people posting, commenting, and socialising in them.

Activity

Materials needed:

- Worksheet: "Who's this 'talking' to me?" cut into strips, with one scenario on each strip
- A bowl or container to hold the strips (each group of pupils will pick one)
- Student outline on page 43 (one per pupil to follow along)

1. Groups review scenarios
Okay, now we're going to separate into 5 groups. Each group will pick a scenario from this container.

2. Groups choose one or more responses from the cheat sheet and talk about why you picked that response to the situation. Feel free to write more messages that you think would be even trickier.

3. Class discusses groups' choices
Finally, let's use this cheat sheet for class discussion about all the scenarios. Each group reads its scenario and tells the class about their response and why they chose it (or them). The class discusses.

Summary

You control who you talk to online. Make sure the people you connect with are who they say they are!

Who are you, really?

Scenario 1

James gets an online message request from a stranger. 'Hi! Do you want to hang out? Can you add me to your friends list?' – Jason'

Scenario 2

Emily gets a text message on her mobile phone from someone she doesn't recognise. 'Hi, this is Jen! Remember me from the summer?'

Scenario 3

After maths activity with Mrs. O'Connor, Sean gets this message on his mobile phone. 'I'm Siobhan from your maths activity with Mrs. O'Connor.

Scenario 4

Abeo gets a message from someone he doesn't follow. 'Hi! Love your posts, you're SO funny! Give me your phone number and we can talk more!'

Scenario 5

Ciara gets a message from someone with whom she isn't familiar. 'I saw you in the playground today. YOU'RE CUTE! What is your address? I can come over to hang out.'

Scenario 6

Kasia receives a message online: 'Hi, I just met your friend Sinead! She told me about you, would love to meet you. What's your address?'

Who are you, really?

Scenario 1

James gets this message from someone he doesn't recognise: 'Hi! Do you want to **hang out? Can you add me to your friends list? – Jason'**

• **Ignore Jason.** If you don't know him, you can just decide not to talk to him.

• **'Hi, Jason. Do I know you?'** If you aren't sure, ask first.

• **Block Jason.** If you've checked who he is and decide to block him, you won't get any more messages from him.

Add Jason to your friends list. Not recommended, unless you've verified who he is.

Give him personal info. Should you respond with something like, 'Great to know new people nearby! I'm new in town. We can meet after school sometime. (I go to St. Paul's Secondary School.)'? No! It's never good to give away personal information to people you don't know, especially online.

Scenario 2

Emily gets a text message on her mobile phone from someone she doesn't recognise. 'Hi, this is Jen! Remember me from the summer?'

• **Block Jen.** This could be a rude thing to do if you actually know her. Use this option only if you know her but you don't want to get her messages any more or you're sure you didn't meet anyone named Jen last summer.
• **Ignore Jen.** Like we said above, if you don't know this person, you can just not talk to her.
• **'Hi, Jen. Do I know you?'** This is a safe option if you aren't sure what to do.
• **'Hey! What's up?** Nice to hear from you.' This is fine, as long as you do actually remember her from the summer!
• **'Are you the girl with the red hair?'** If you aren't sure whether you know her, you can try to get more information to help you remember.
• **'I don't remember you, but we can still meet sometime.'** Really not a good idea; you should never offer to meet with anyone you don't know.

Scenario 3

After maths activity with Mrs. O'Connor, Sean gets this message on his mobile phone. 'I'm Siobhan from your maths activity with Mrs. O'Connor. Did you understand the homework?"

• **Ignore Siobhan.** As always, if you don't know this person, you don't have to respond at all.
• **Block Siobhan.** A good choice if you're sure there's no Siobhan in Mrs. O'Connor's maths class.
• **'Hi, Siobhan. Are you the one sitting behind me?'** If you aren't sure, you can ask.
• 'Sure. Can explain after school.' This is a good choice only if you're sure who this person is.

- **'I don't take maths with Mrs. O'Connor—I have Mr. Dunne.'** If you don't trust this person, you shouldn't be giving them personal information, like the name of your maths teacher.
- **'Call me on 086 123 4567.'** Probably not; unless you're certain that you know this person, it's not a good idea to send your personal information.

Scenario 4

Abeo gets a message from someone he doesn't follow. 'Hi! Love your posts, you're SO funny! Give me your phone number and we can talk more!'

- **Ignore @ footballlover12.** You don't have to respond if you don't want to.
- **Block @footballgirl12.** If you find this person suspicious, you can block them and never hear from them again.
- **'Hi, do I know you?'** If you aren't sure, ask questions before giving out personal information like your phone number.
- **'OK, my number is…'** Nope! Even if you've verified who this person is, it isn't a good idea to give out personal information over social media. Find another way to get in touch, through parents, teachers, or some other trusted person.

Scenario 5

Ciara gets a message from someone with whom she isn't familiar. 'I saw you in the playground today. YOU'RE CUTE! What is your address? I can come over to hang out.'

- **Ignore.** Probably a good choice.
- **Block this person.** Don't hesitate if you get a bad feeling about someone.
- **'Who are you?'** Probably not. If the message sounds suspicious, it might be better not to answer or block them.
- **'Is that you Linda?** YOU'RE CUTE too! I live at 24 Circle Court.' This isn't a good idea, even if you think you know who Linda is. Before you give someone new your address or other personal information, check them out, even if you assume you know them.

Scenario 6

Kasia receives a message online: 'Hi, I just met your friend Sinead! She told me about you, would love to meet you. What's your address?'

- **Ignore.** If you don't know this person but you do have a friend named Sinead, your safest choice is to check with Sinead before responding to this message.
- **Block.** If you don't know this person and you don't have a friend named Sinead, it's probably a good idea to use your settings to block this person from contacting you any further.
- **'Who are you?'** Probably not a great idea; if you don't know the person, it's better not to answer, at least until you've heard back from Sinead.

Check It's For Real: Lesson 3

Is that really true?

Media literacy background for teachers: *In addition to helping pupils use analytical questions to evaluate source credibility, we also want them to understand that information comes from lots of places. So they need to apply their skills to analyse all types of media. When they get to that point, they're ready to move on to analysing special categories of media, like news or scientific data.*

Note: This is a media literacy lesson good for everybody to learn but may be a little difficult for pupils aged 7-9, so see a suggested modification below under "Activity."

Goals for pupils

✓ **Identify** the tools you already use to know that information is **credible**.
✓ **Consider** how certain things like **expertise** and **motive** affect credibility.
✓ **Learn** 4 questions for evaluating source credibility.
✓ **Understand** that a source that's credible on one topic is not necessarily credible on other topics.
✓ **Know** that checking multiple sources often helps you see whether information is credible.

Let's talk

What makes something or someone credible or trustworthy?
Every day you make decisions about what to believe and what not to believe. Was that video you saw credible? Was it trying to persuade you of something? Is your older brother telling you the truth or teasing? Is that rumor you heard about a friend true?

What do you do when you're trying to decide if someone is telling the truth? Do you already use these clues?:

• **What you know about a person**
  For example, you know if a classmate is really good at something or has a history of being truthful or playing practical jokes or being mean, so you can usually tell when they are serious or joking or lying.

• **What a person knows about you**
  For example, your parents know what kinds of foods give you a stomach ache; the ads on TV do not, so you follow your parents' advice about what to eat. Your teacher knows your interests and what kinds of books you like, so you trust their book recommendations.

• **Tone of voice and facial expression**
  For example, you know that your friend means the opposite of the words they say if they roll their eyes and act sarcastic while they tell you they had a terrible time at the new skate park.

• **The situation**
  For example, when friends are playing around and one teases you about your new haircut, you know it's just a joke. But if someone at school says the exact same words to embarrass you in front of the whole class, it's an insult.

When we hear things from a media source like a video, a person on TV, or website, we don't personally know the source and they don't know us. We may not be sure about whether to believe them.

Even when someone we know sends us a text there are no clues from facial expressions or tone of voice, so we might not be sure what they mean. That's when we need to ask questions...

Activity

Materials needed:

• Handout: "Deciding what's credible" (one per pupil)

Recommended modification for 2nd and 3rd class: *If you feel your pupils are ready to discuss whether a source is credible, complete steps 1 and 2 only.*

1. Evaluating sources

If you wanted a recommendation for a great new video game, would you ask an elderly relative (e.g. Grandma)? Or, to ask it another way, is this elderly person a credible source for information on video games? A credible source is one that we can trust to give us accurate and relevant information.

Make a pro/con list to explain the benefits and drawbacks of asking an elderly relative for video game advice.

Did your list look something like this?

PRO	CON
Grandma loves me and wants me to be happy.	Grandma doesn't play video games and doesn't know much about them
Grandma is pretty good at finding information when she doesn't know the answer herself	Grandma doesn't know which games I already have or what types of games I like

If your list looked like that, you've just used two of the most common tools we have to decide if a source is credible: motive and expertise. "Expertise" is a special skill or knowledge about a particular thing; experts have expertise. "Motive" is someone's intention, the reason they say or do something. Which of the PROs and CONs are expertise and motive?

We may also know that Dad is a great cook but is clueless about fashion, our coach knows football but not gymnastics, or that Grandad can fix almost any toy but doesn't know anything about video games. Just because a person is an expert on one thing doesn't make them an expert on everything.

2. Make your own pros and cons list

If this is the first time you have thought about how you use motive and expertise as clues to decide which information sources are credible, you might want to practise some more.

Imagine that you want to know how to be a better football player (or other suitable example). Make PRO/CON lists for these choices so you can decide if they're credible sources:

• your Grandma
• a blog by a winning school rugby coach
• the best player on your team
• a website that sells football shoes and gives advice
• videos that teach football practice techniques

What do you notice about the strengths and weaknesses of each source?
• Is there one that knows how to teach, but may not be familiar with football skills?
• Is there one that is a football expert but may not know how to teach?
• Is there one whose advice always seems to include buying something from them?
• Is there one that knows football but doesn't know you or which skills you need to work on?

Discuss: Who would be a good source to go to and why do you think so?

Credibility is rarely an all-or-nothing call. Most sources have strengths and weaknesses. That's why the very best answers often come from asking many sources and comparing their answers.

3. Steps to consider

Credibility isn't just about who we believe. It's also about what we believe. We get ideas about the world from all sorts of places, not just directly from people.

We can check out any source using the 3 Steps on the 'Deciding what's credible' handout. They're about what we already know about motive and expertise.

Step 1: Use common sense

Ask: Is it logical? Does it make sense?

If a) what you're seeing doesn't make sense, b) you know it isn't true from your own experience, or c) it just doesn't work with facts you already know, you don't have to take any additional steps. You are looking at a source that is not credible.

Step 2: Ask questions

Not just any questions, but these four:

a) Does this source know me or care about me?

b) Does this source know a lot about this topic? How did they learn what they know?

Motive

c) What does this source want me to do or believe? And why would they want me to do or believe that?

d) Who benefits and who might be hurt if people believe this source?

Step 3: Confirm

Ask: Do other **credible** sources back up what this source says?

Step 4: Check your sources

If you need some ideas, here you go:

• You need ideas for a birthday present for your friend. An ad for a local store claims their search tool, which has every item offered by the store, can help you find a gift for anyone on your list. Does that work for you?

• A pop up ad says that you are part of a very small group that has been selected to try a special "mermaid pill" that will give you the power to breathe underwater without scuba gear. All you have to do is send €9.99 to cover shipping. Would you do it?

Summary

Questions are our friends. When you ask good questions about sources and the information they provide, you'll get much better information. The more sources you use, the better. And remember that a great source for one subject doesn't mean it's great for everything.

Be Internet Legends.

Deciding what's credible

Helpful steps to identify credible from non-credible sources.

Step 1

Use common sense
Is it logical?

Step 2

Ask questions
Not just any questions, but these four:

Expertise
• Does this source know me or care about me (and does that matter)?
• Does this source know a lot about this topic? How did they learn what they know?

Motive
• What does this source want me to do or believe and why would they want me to do or believe that?
• Who benefits and who might be hurt if people believe this source?

Step 3

Confirm
Do other credible sources back up what this source says? Use online search—or work with an adult at school—to find other sources of information about your subject (the sources could be book or news or magazine articles, online or offline). Go through Steps 1 and 2 with them too—ask the same questions about these sources too. If they're giving you the same information about your subject, it's pretty likely they're confirming that your source is credible.

Spotting disinformation online

Media literacy background for teachers: *Media literacy questions and observation techniques give pupils tools to navigate their way through disinformation without getting stuck in arguments or hurting relationships with friends and family. But, they need to ask questions and get used to applying critical inquiry to information that comes their way.*

Goals for pupils

- ✓ **Identify** clues which indicate that a news or information source is deceptive.
- ✓ **Use** analytical questions and careful observation to evaluate source credibility.
- ✓ **Understand** the importance of checking a source's credibility before sharing their message.
- ✓ **Develop** the habit of analysing **all** news and information, not just the stories we think are suspicious.

Let's talk

Did you ever play one of those spot the difference games? Sometimes dealing with news is like that. There are a lot of people and groups who are so passionate about what they believe that they twist the truth to get us to agree with them. When their twisting is disguised as a news story, that's disinformation.

Some people don't learn how to spot fake information, but they share it anyway. That's how it spreads. And when people make choices about the things they do or believe based on that disinformation, it can get really hard for people to listen to each other calmly, argue respectfully, understand each other better, and solve problems.

So, if something looks or sounds like news, how can we tell the difference between what's real or credible and what's fake or misleading? There are clues we can learn to spot it – tricks used by people who are trying to mislead you. And there are questions we can ask that help us spot stories that aren't based on facts.
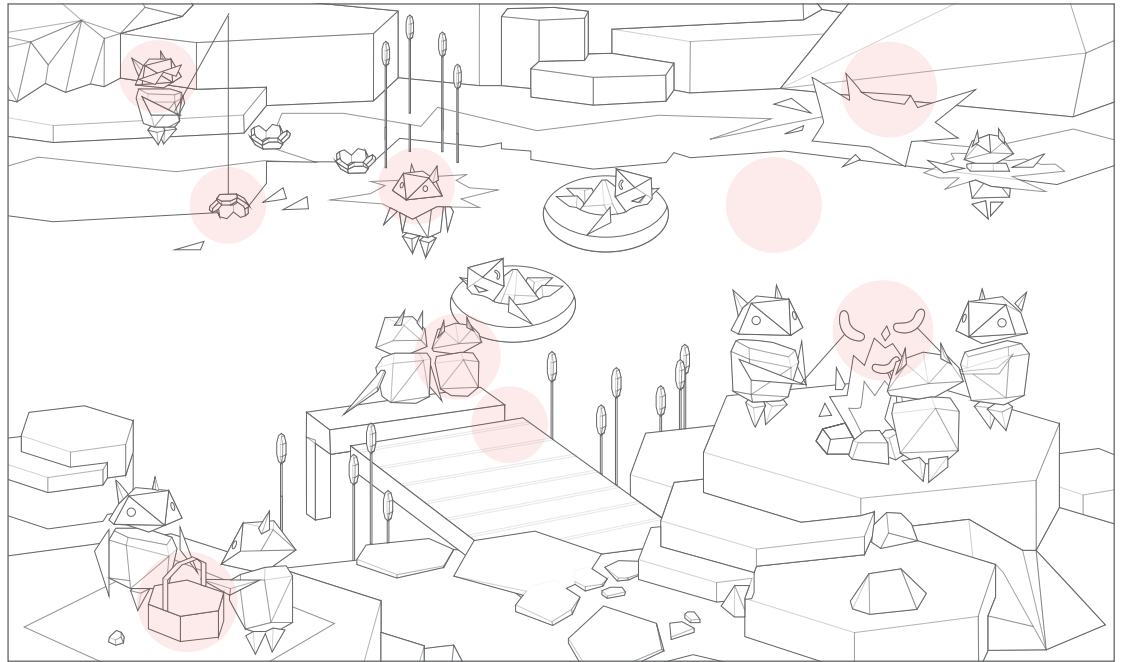
Activity

1. What's wrong with this picture?

ake a look at the image below. Look carefully. Can you spot the differences between the two pictures?

What if someone told you where to look? Would that make it easier? Why?

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There are 9 differences, did you spot them all?

Trying to tell if a news story is real or fake is sort of like this picture game. By looking really carefully, you can find important information. And it's a lot easier if you know what to look for.

So here are some clues to finding disinformation. If you spot these things, you are probably looking at a fake, or deceptive, story.

Spotting fake URLs Handout
The first thing to look at is the URL (web address) for the site that published the story. Some fake sites try to fool you by choosing names that mimic a real site but with small differences. Most companies use short URLs because they are easier to remember and type, so URLs with added, unnecessary letters are often sites with false information.

Look at the handout:
• Circle all of the URLs that you think are real.
• When everyone is done, look at the answer key. Did you get them all right?

How could you check to see if a URL was a real news site? One way is to do a web search for the news organisation or the URL. If the organisation is credible a box can appear to the right of the search results on many platforms with a description of the organisation, including their website address. If the URL isn't credible, you will often be able to scroll down and see headlines about the site being reported as a fake. Alternatively, you'll find out the site isn't available anymore.

2. Inspecting headlines

Sometimes someone shares a news story without a URL. In those cases, here are some clues to use:

a) A story starts with a picture of something that would interest us, like a cute dog, a celebrity, or an unusual stunt. But when we click, the story has little or nothing to do with the picture.

b) Instead of letting you decide for yourself, people who are trying to convince you to agree with them sometimes use things like **boldface**, ALL CAPS, underlining, or exclamation points to get you to think what you're seeing is important and click on them, called clickbait. Real journalists don't use those techniques.

c) To get you to read a story, some people include words in the headline like "shocking" or "outrageous" or "surprising." They know words like that make us curious. But **real** journalists let the news speak for itself. They tell the story and let us decide if it is shocking or surprising.

For example, look at this picture and headline:
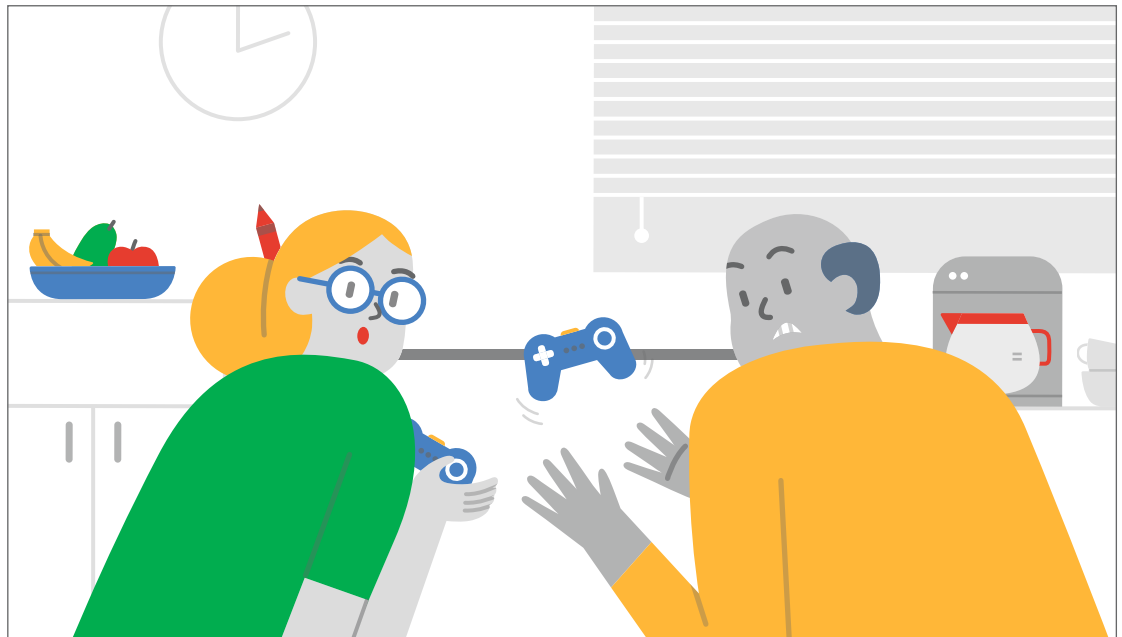
The shocking truth about what teachers do after school

Without reading ahead, what do you imagine the story is going to say? Why do you think that? What's your evidence?

Here's the story:

A recent university survey found that 86% of teachers do what everyone does after work. They run errands, fix dinner, spend time with family, do household chores, and get ready for the next day. But lately, many teachers have been doing something unexpected.

A decade ago, economic troubles led many councils to slash education budgets. That meant years without a pay raise for teachers. Unable to meet basic expenses on low salaries, many teachers now work second jobs. In some areas, teachers have even gone on strike for pay increases so they can quit second jobs and devote more time to their pupils."

Was the story what you thought it would be? Do you think that the picture and headline were accurate or misleading? What's your evidence?

3. Inspecting sources

When we analyse news, clues can be helpful, but they aren't always enough. Sometimes trustworthy news stories use techniques to attract our attention, and that can make them seem fake. And sometimes fake sources are so good at copying the real thing that it's hard to tell they're not. It's hard to tell them apart. For example…

Do these sound like trustworthy news organisations to you?:

News Ireland
The Irish Times
News Examiner
World News Daily Report
Weekly World News
NewsWatch33

Actually, only *The Irish Times* is real. How could you find that out? You could start by doing a Web search of the organisation's name. See where the name appears besides the organisation's own website. If it appears in Wikipedia or an article at a newspaper or news magazine's site, it's probably a credible organisation. But see what those articles say about it! It's possible that they're all saying it's fake.

Find a story about your school, community, the latest diet fad or anything in the news that interests you. Use the 3 Steps on the **deciding what's credible** handout, along with the new clues you know, to decide if the story is real or deceptive.

Step 1: Use common sense

Ask: Is it logical and does it make sense?

Sometimes it's obvious. If you see a headline like: **CELEBRITY HAS SECRET BABY WITH SPACE ALIEN**, logic probably tells you it isn't real.

Sometimes it isn't so obvious. If:
a) what you're seeing doesn't make sense
b) you know it isn't true from your own experience, or
c) it just doesn't work with facts your already know
…you are looking at a source that is probably fake news.

Step 2: Ask the expertise and motive questions

Step 3: Confirm

Ask: Do other **credible** sources back up what this source says?

Who else is reporting this story? (You can use Internet search to see if this story is covered by other news sources…) What other stories does the site include? Are they all from the same perspective or are there many views included? If you can't find a variety of reliable sources that are covering the story, you should be sceptical of that source.

Summary

Now that you know how to use clues and questions to spot disinformation, you can ask sharp questions and make careful observation part of your daily routine and with time, you'll be an expert in spotting fake stuff online. You now know how to analyse the information you get online. It's called critical thinking, and it's a media user's superpower.

Spotting fake URLs

Real or fake?

Circle the correct answer.

www.irishtimes.com	Real	Fake
www.thesun.ie	Real	Fake
independent-official.com	Real	Fake
irishmirror.com/ire_news	Real	Fake
www.irishmirror.ie	Real	Fake
Irishtimesnews.com	Real	Fake
https://www.independent.ie/	Real	Fake
thejournal.ie	Real	Fake
irish-life.org.uk/dublin	Real	Fake
https://www.virginmediatelevision.ie/	Real	Fake
itv.co.uk/ie	Real	Fake
https://www.businesspost.com/ireland	Real	Fake

Check It's For Real: Lesson 5

If we were a search engine

Without using any technology (we'll do that in the next activity), pupils create "search results" together to start learning how Internet search works from the "inside out."

Goals for pupils

✓ **Learn** fundamentals of online search.
✓ **Search** for information about a topic.
✓ **Understand** that search results are collections of information, not usually answers to a question.

Let's talk

What is search?

The internet is a place that has billions and billions of pieces of information. Internet search helps us narrow down that crazy amount of information that comes from all over the world. It's a software tool that people use to find information on all kinds of topics.

You type a few key words about a topic you want to know more about into the search bar or in your browser window.

Then, when you're ready, you hit the Return or Search key, and – zoom! – the search engine works its magic (in about a half second), and you get your search results.

OK, it's not actually magic. Internet search uses algorithms, which is a way of saying people at the search company taught the software how to find and display information for you. Don't worry about how algorithms work for now. You just need to know that Search does the "searching" for you.

It's also good to know that search results aren't necessarily answers to a question. They're just collections of information you're interested in or looking for. If you do have a question that you're taking to a search engine, you can often find an answer in your search results, but sometimes it takes a few queries to get to the answer you're looking for. That's called "refining" your search.

So let's practice how search works by pretending to be a search engine together...

Activity

Materials needed:
• Worksheet: "If we were a search engine" (one per pupil)

1. **Organise pupils** into groups of 2.

2. **Distribute a copy** of the worksheet to each pupil.

3. **Share a search topic** with the class. Here are some possibilities:

• pizza	• solar system	• volcanoes	• basketball
• tornado	• farmer	• cooking	• dentist
• aeroplane	• football	• sharks	• construction

4. Pupils work with their partners to create possible "search results" in each category on the handout: "Website," "Image," "Map" and "Video." Their results can be in the form of words or drawings, as appropriate.

Encourage pupils to be creative and make sure they know there are no "wrong" answers. For example, if the topic is "sharks," pupils might brainstorm the following search results:
• Website: information about different kinds of sharks
• Image: a drawing of a shark
• Video: sharks swimming through the ocean
• Map: the location of a beach where people saw a shark

5. When pupils finish all four search result categories for the given topic, pick which category (website, image, video or map) to talk about as a class.

6. Have one pupil from each pair share out their example of one of the search results.

For example, let's say the topic is "pizza". You can decide to have each group share their image results for pizza. Pupils can hold up their drawing and explain what they created. This allows pupils to see all the different search results that can be generated from a single query.

7. After pupils share examples, ask the class the following discussion questions:
• About how many different results did we have?
• About how many results were similar?
• If I changed my topic to _____ , how do you think that would change your
  results? For example, if the search topic was "pizza," how would the results change if
  I changed my query to "**pepperoni** pizza"?

Suggestion: Complete 4 rounds in total…
• Choose a different topic from each round and repeat the same steps as listed above.
• Complete 4 rounds so you can have discussions about the 4 main types of
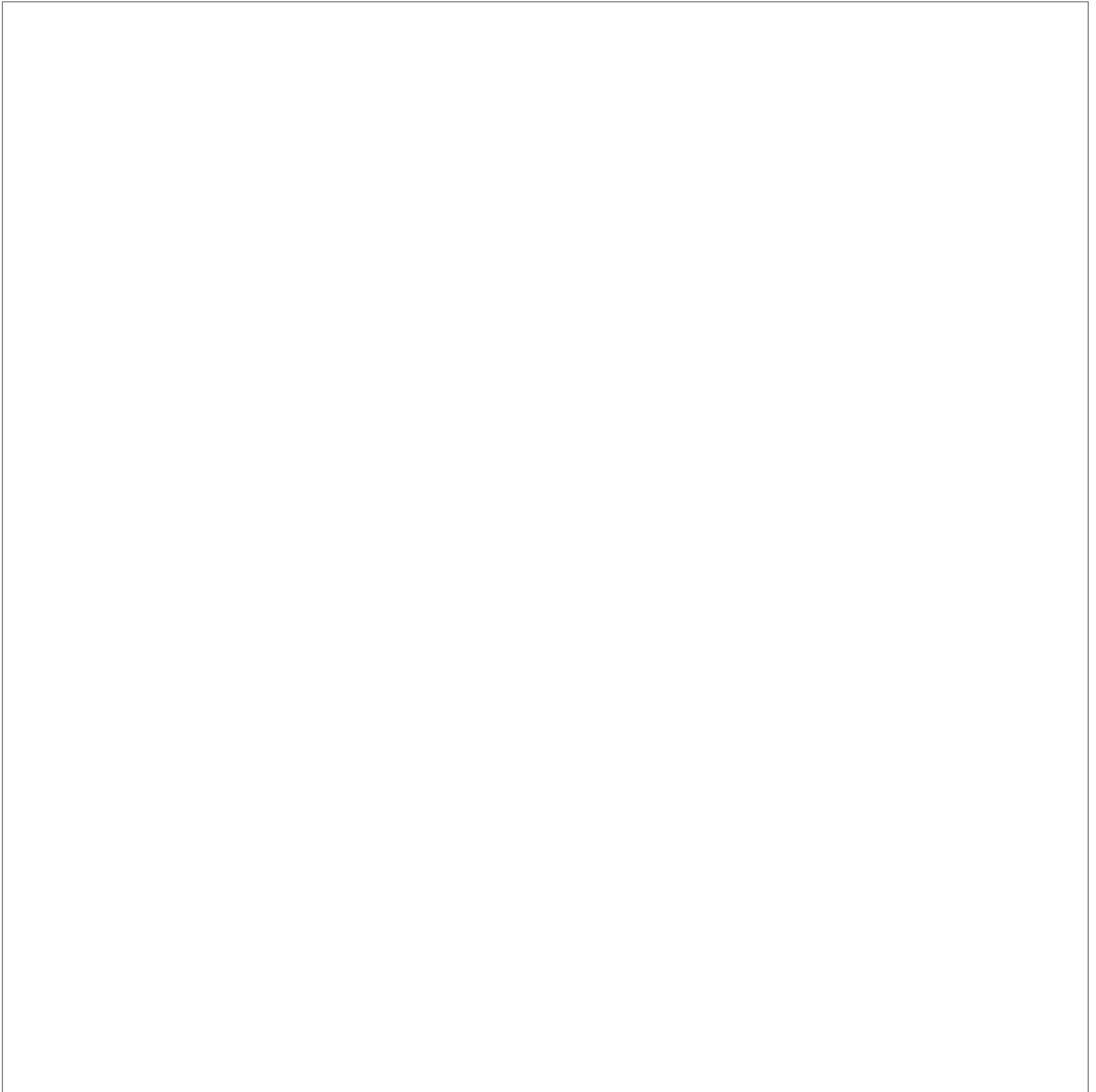 search results.

Summary

Internet search is a tool you can use to find information online. The info can be in the form of text on a website, videos, images, maps and more. The keywords you type into a search engine determine what results you get.

If we were a search engine

Search Topic

Website

Image | Video | Map

Check it's For Real: Lesson 6

Practising Internet search

Using an Internet connection, pupils explore using a search engine and practise creating ever more effective search queries.

Goals for pupils

- ✓ **Navigate** a search engine.
- ✓ **Practise** searching for information about a topic.
- ✓ **Create** search queries.
- ✓ **Change** keywords and notice differences in search results.

Let's talk

Search is a tool that helps you find information on the internet. To use search, you can go to a search engine and type a query – a question or keyword – into the search bar to get info on a topic you want to know more about. Sometimes using keywords works better than just asking a question. That's because, first, the words you use in your query and, second, the order you put them in are really important. If you just ask a question, it may not have the words and the order that help the search engine turn up the results you're looking for. But – no worries – it's perfectly fine to start with a question if you like.

The important thing is, just start, because lots of times it takes more than one query to get to the information you want. So type your question into the search engine, look at the search results and – if they're not good enough – you can use those results to guide you on how to create a better query and get even closer to what you're looking for.

Demonstrate this by searching for something, for example 'how do I start a garden?'. Look at and discuss responses. Refine the search but changing the search criteria.

Display your computer screen so pupils can see you searching.

• Take a look at these results. What do you notice?

Allow pupils to share what they notice in the search results.

Both sets of search results gave me information about starting a garden, right? But the first set was about all kinds of gardens. It showed me I had to add a couple of important keywords to my original query to get the search results I needed to learn how to start a garden for cooking.

The more you practise creating search queries, the easier search gets. You can always start with a question, and if you don't get your answer, the search results will give you keywords you can try to get closer to what you need to know. If you want to start with keywords and aren't sure which ones to use, just know that there are no wrong keywords. Just try some! You can always try a different query if you're not seeing the results you were hoping for.

Activity

Materials needed:

- Worksheet: "Practising Internet search" (one per pupil)
- Internet-connected device

1. Create the first search query

Explain to pupils that they are going to explore using a search engine and practise creating search queries. On the handout, they'll find four different characters, each character thinking (in a thought bubble) about something they want to learn more about. Then have your pupils…

- Type the original search query (provided on the handout) into the search engine and explore the search results.
- Record 4 or 5 search results on their handout.

2. Create their own (second) search query

Have pupils look again at what the character wants to know (in the thought bubble). Ask pupils, did the original search results give enough information relevant to this topic?

- Direct pupils to change the original query to include keywords that will get them more useful search results.
  Hint: Pupils can look for keywords they found in the first search results or in the character's thought bubble.
- Have them type this second search query into the search engine and explore the search results.
- Have pupils record 4 or 5 results on their handout.

3. Discuss

Have pupils find a partner and ask them to share with their partners how they changed the original search query and the types of results they got from that revised search query. Ask them to share what they discovered in a brief class discussion.

4. Repeat Steps 1–3 for the remaining characters

Summary

The more you practise creating search queries, the easier it will get to find the information you are looking for in a search engine.

Be Internet Legends.

Practising Internet search

Original search query

Books about imaginary characters and mystery

Search results

_____

_____

_____

Revised search query

_____

Search results

_____

_____

_____

_____

> I'm looking for a book to read.
> I love mysteries! I also enjoy reading books that have imaginary characters that live in the future.
> I think my teacher calls that sci-fi.

Original search query

No chocolate cake with fruit

Search results

_____

_____

_____

Revised search query

_____

Search results

_____

_____

_____

> I want to make a cake for my sister's birthday.
> She doesn't like chocolate but loves fruit.
> I wonder what kind of cake I can make.

Original search query
Video game jobs
Search results

_____

_____

_____

Revised search query

_____

Search results

_____

_____

_____

I love playing video games.
I wonder what it would be like if I grew up
and worked for a video gaming company.
It would be so cool if that was my job someday!

Original search query
What do I need to fish?
Search results

_____

_____

_____

Revised search query

_____

Search results

_____

_____

_____

My cousin invited me to go fishing.
I have never fished before so I don't know
what kind of equipment I need to bring with me.

Check it's For Real: Lesson 7

Interland: Reality River

The river that runs through Interland flows with fact and fiction. But things are not always as they seem. To cross the rapids, use your best judgement and don't fall for the antics of the phisher lurking in these waters.

Open a web browser on your desktop or mobile device (e.g., tablet), visit **g.co/RealityRiver**.

Discussion topics

Reality River should get pupils thinking. After they play, these questions should encourage a discussion of the game's themes.
• How did you know if something in the game was real or fake? What were the signs?
• What is a Phisher? What does it do and how does it affect the game?
• Which clues in the game hinted that something was strange about certain situations?
• Do you think that playing this game will help you be safer online in the future?
• Now that you've played this game, what's one thing you might do differently when you're online in future?
• What should you do if you're unsure or worried about something you come across online?

Discussion questions for younger years
• How did you know if something in the game was real or fake? What were the signs?
• Do you think that playing this game will help you to be safer online in the future?
• Now that you've played this game, what will you always try to remember when you're online in future?
• What should you do if you're unsure or worried about something you come across online?

Protect Your Stuff

Be realistic about privacy and security

Lesson overview	Lesson 1: **But that wasn't me!**	**2nd–6th** class
	Lesson 2: **How to build a strong password**	**2nd–6th** class
	Lesson 3: **Keep it to yourself**	**2nd–6th** class
	Lesson 4: **Interland: Tower of Treasure**	**2nd–6th** class
	Lesson 5: **What is digital privacy?**	
	Lesson 6: **How is my data used?**	
	Lesson 7: **Protecting your privacy online**	

Themes

Anyone who uses a device that's connected to the internet—a game, a phone, a digital assistant, a computer, etc.—needs to know the basics of online privacy and security. Protecting those devices and the personal information on them—all that stuff about you, your family and your friends—means thinking about what's incoming and outgoing and being smart about passwords, the information you share, and understanding the choices you have when it comes to protecting your privacy online.

Goals for students

- ✓ **Learn** why privacy and security matter and how they relate to each other.
- ✓ **Practise** how to create strong passwords and keep them to yourself (and the adults who watch out for you).
- ✓ **Review** the tools and settings that protect against scams, hackers and other threats.
- ✓ **Gain** a basic understanding of personal data and see the importance of caring about their online privacy.
- ✓ **Understand** some of the roles AI plays in personal data.

Protect Your Stuff
Vocabulary

Privacy: Protecting people's data and personal information (also called sensitive information).

Security: Protecting people's devices and the software on them.

Settings: Options in a software program to hardware device that changes it to the users preference. E.g. if you struggle to read small writing, you can change the font settings to a larger size.

Lesson 1

Digital footprint: Your digital footprint is all the information about you that appears online. This can mean anything from photos, audio, videos and texts to "likes" and comments you post on friends' profiles. Just as your footsteps leave prints on the ground while you walk, what you post online leaves a trail too.

Reputation: The ideas, opinions, impressions, or beliefs that other people have about you – something that you can't be totally sure about but that you usually want to be positive or good.

Lesson 2

Hacker: A person who uses computers to gain unauthorised access to other people's or organisations' devices and data.

Password or passcode: A secret combination used to access something. It can take different forms; for example, you may have a numbers-only code that you use for your phone lock and much more complex passwords for your email and other accounts. In general, it's important to make your passwords as long and complex as you can while still being able to remember them.

Lesson 3

Settings: This is the area in any digital product, app, website, etc., where you can manage, or "set," what you share and how your account is handled – including your privacy settings.

Two step verification (also called two factor verification and two step authentication): A security process where logging in to a service requires two separate steps or two "factors," such as a password and a one-time code. For example, you may have to enter your password and then enter a code that was texted to your phone or a code from an app.

Digital footprint: Your digital footprint is all the information about you that appears online. This can mean anything from photos, audio, videos and texts to "likes" and comments you post on friends' profiles. Just as your footsteps leave prints on the ground while you walk, what you post online leaves a trail too.

Reputation: The ideas, opinions, impressions, or beliefs that other people have about you – something that you can't be totally sure about but that you usually want to be positive or good.

Lesson 5

Algorithm: A set of instructions in software code that tells a computer, robot, etc. what to do—the way instructions on a cake mix box tell you how to make a cake.

Cookie: A bit of text that an app or website puts on your phone, tablet or computer when you visit or use the app. It's used for lots of things, including convenience, like "remembering" if you've been there

Be Internet Legends.

so you don't have to log in again or helping apps track your activity so you don't have to start over. It also helps websites know what people buy so they can show ads they'll like.

Machine learning: A form of AI that includes instructions to do things but also keep doing them better as it gets new data that helps it figure out how to—like a digital assistant in someone's kitchen that can tell the difference between a kid's voice and an adult's.

Tracking: What the software of apps, sites, etc. and other online services does after they've placed a cookie on your device—basically, follow your activity on the Web as you go from site to site.

Transparency: The way a window helps people see what's going on outside, transparency is what helps everybody know what apps, games and sites do with their data. It's where privacy is going. It's a right that people have—to know how businesses and governments are using our data. One way companies show transparency is by having a Privacy Policy their users can read, but these policies are usually really hard even for adults to understand, not just kids.

Lesson 6

Artificial intelligence (AI): Software that makes machines like a computer, robot or digital assistant learn, make guesses, solve problems and talk, kind of like we humans do. There are different kinds of AI that can do things like recognise faces, notice patterns like illegal hacking, tell people's voices apart and learn what songs you like so it can recommend new ones to you.

Lesson 6-7

Data: "Information" that's digital so it can be seen, used and shared online. It can take lots of forms: your name or phone number, a photo, a "like" you give the photo, a game score, friends lists, someone's location, etc. Each of those is called a "data point," and just like more information about a person helps us know them better, more data points about them helps an app, game or site guess what they want to see, play or buy.

Protect Your Stuff: Lesson 1

But that wasn't me!

Pupils explore outcomes of sharing their passwords and the impact those actions can have.

Goals for pupils

✓ **Learn** that sharing your password gives others control of your digital footprint.
✓ **Consider** what can happen when someone logs in as you.
✓ **Understand** how someone else's actions can affect your digital footprint…and **you**!

Let's talk

What happens when you share your password?
We all make passwords for the different devices we have or websites we use. Discuss if anyone has ever shared their password with anyone else - even a family member.

All of these passwords go towards making your digital footprint. This represents individuals online- everyone who goes online has one. It's what all the things you leave online – likes, comments, your screen name, photos, messages, recordings, etc. add up to and give other people an idea of what you're really like. It affects your reputation, how people think of you. People can make guesses, or assumptions, about you based on that footprint you leave. That's one thing really important to be aware of when you're online.

When passwords are shared, you are giving someone else control of your digital footprint – you're actually allowing them to help create it and shape how other people think of you. So if someone with your password does something you don't like, people will think that was you doing it! That's why it's super important not to share your passwords.

For example: Let's say you share your password to a social media account with a friend. While logged in as you, your friend sends a message to someone in your class like, "Can you send me your homework answers?" The next day in class, the pupils goes to the teacher and says you were trying to cheat on your homework by asking for answers. Then they show your teacher the message your friend sent from your account. Who do you think your teacher will believe? How does this affect your reputation? What else might happen?

Brainstorm with the class possible outcomes. Examples: Teacher calls home. You get into trouble and miss breaktime at school and lose privileges at home. Your digital footprint shows that you tried to cheat in school. You get into a fight with your friend who sent the message.

Remember, your digital footprint represents you online. Any time you share your password with someone, you are giving them control of your digital footprint, which can impact how people see you on the internet and everywhere else. Let's explore this idea together.

Activity

Materials needed:

• Worksheet: "But that wasn't me!" (one for each pair of pupils).

Pupils complete this in pairs.

1. Pick an account
Students choose what type of account they're sharing a password for and fill it in at the top of the worksheet: social media account, gaming account, phone, tablet/computer, or streaming service.

2. Pick an action
Partners fill in the first box with an action they choose from the choices below—or think up themselves. This is an action taken by someone who has been given the password to their account. They can draw or write what they come up with or choose from these possible actions:
• "Likes" all of your crush's recent posts.
• Buys €100 worth of clothes.
• Sends a message like, "Don't you think Patrick is so annoying?"
• Plays your favorite game but loses points.
• Downloads new apps.
• Shares an embarrassing picture on your social media page.
• Reads all your texts and shares them with someone else.
• Watches episodes of an inappropriate TV programme

3. Create an outcome
In the second box, students create a possible outcome to the action they chose or created.

4. Discussion
As a class, ask a few pupils to share the action and outcomes that they created. Below are some questions:

• Why did you pick (or create) that action?
• How did you decide on the outcome?
• If you knew this was the outcome, how would you change your action?

5. Digital footprint
Write a sentence of how this action and outcome impacts the feelings, life or digital footprint—any or all of those things. Guide students to think about how this affects their reputation, or how others view them.

Summary

When you share your password, you are giving someone else control of your digital footprint, but you're still accountable for whatever they do with it. If you want to be in the driver's seat when it comes to how people see you online, don't share your passwords with anyone but a parent or other adult you totally trust.

Protect Your Stuff: Lesson 2

How to build a strong password

Pupils learn how to create a strong password and then make sure it stays private after they create it.

Goals for pupils

✓ **Recognise** the importance of never sharing passwords, except with parents or guardians.

✓ **Understand** the importance of screen locks that protect devices.

✓ **Know** how to create passwords that are hard to guess, yet easy to remember.

✓ **Choose** the right security for their login settings, including two-factor verification.

Let's talk

Better safe than sorry

Digital technology makes it easy for us to communicate with friends, classmates, teachers and relatives. We can connect with them in so many ways: texts, games, posts and messages; with words, pics, and videos; using phones, tablets, laptops and digital assistants. (How do you connect with **your** friends?)

But the same tools that make it easy for us to share information can also make it easy for hackers and scammers to steal that information and use it to damage our devices, steal our identities or hurt our relationships and reputations.

Protecting ourselves, our info and our devices means doing simple, sharp things like using screen locks on phones, being careful about putting personal info on devices that are unlocked or used by lots of people (like at school) and, above all, building strong passwords – **and not sharing them!**

• Who can guess what the two most commonly used passwords are? (Answer: "1 2 3 4 5 6" and "password")

• Let's brainstorm some other bad passwords and what specifically makes them bad. (Examples: your full name, your phone number, the word "chocolate," your dog's name, your address, etc.)

Who thinks these passwords are good? **;)**

Activity

Materials needed:

• Internet-connected devices for pupils or groups of pupils

• A whiteboard or projection screen

• Handout: "Guidelines for creating strong passwords"

Here's an idea for creating an extra-secure password:

• Think of a fun phrase that you can remember. It could be your favourite song lyric, book title, line in a movie, etc.

• Choose the first letter or first couple letters from each word in the phrase.

• Change some letters to symbols or numbers.

• Make some letters uppercase and some lowercase.

Let's practise our new skills by playing the password game.

1. Create passwords

We'll split into teams of two. Each team will have 60 seconds to create a password.

Be Internet Legends.

Challenge option: Pupils share clues with the class first to see how much contextual information the class needs to be able to make an accurate guess.

2. Compare passwords

Two teams at a time will write their password on the board.

3. Vote!

For each pair of passwords, we'll all vote and discuss whose is stronger.

Summary

It's important and **fun** to create strong passwords.

Guidelines for creating strong passwords

Here are some tips for creating passwords to keep your information safe.

Strong passwords are based on a descriptive phrase or sentence that is easy for you to remember and hard for someone else to guess – like the first letters in words that make up a favourite title or song, the first letters of words in a sentence about something you did – and include a combination of letters, numbers and symbols. For example, "I went to Western Primary School when I was in 3rd class" could be used to build a password like: Iw2We$t4g3.

Moderate passwords are passwords that are strong and not easy for malicious software to guess, but could be guessed by someone who knows you (for example, IwenttoWestern).

Weak passwords commonly use personal information like a pet's name, are easy to crack, and can be guessed by someone who knows you (for example, "IloveBuddy" or "Ilikechocolate").

DOs

- Use a different password for each of your important accounts.
- Use at least eight characters. The longer the better (as long as you can remember it!).
- Use combinations of letters (uppercase and lowercase), numbers, **and** symbols.
- Make your passwords memorable so you don't need to write them down, which would be risky.
- Immediately change your password if you think someone else knows it (besides a parent or guardian).
- Change your passwords every now and then.
- Always use strong screen locks on your devices. Set your devices to automatically lock in case they end up in the wrong hands.
- Consider using a password manager, such as one built into your browser, to remember your passwords. This way you can use a unique password for each of your accounts and not have to remember them all.

DON'Ts

- Don't use personal information (name, address, email, phone number, mother's maiden name, birth dates or even a pet's name, etc.) in your password.
- Don't use a password that's easy to guess, like your nickname, chocolate, just the name of your school, favourite sports team, a string of numbers (like 123456), etc. And definitely don't use the word 'password'!
- Don't share your password with anyone other than your parent or guardian.
- Never write passwords down where someone can find them.

Protect Your Stuff: Lesson 3

Keep it to yourself

Teacher uses a school device to demonstrate where to look, and what to look for, when you're customising your privacy settings.

Goals for pupils

- ✓ **Customise** privacy settings for the online services they use.
- ✓ **Make decisions** about information sharing on the sites and services they use.
- ✓ **Understand** what two-factor and two-step verifications mean and when to use them.

Let's talk

Privacy + security

Online privacy and online security go hand-in-hand. Most apps and software offer ways to control what information we're sharing and how.

When you're using an app or website, look for an option like "My Account" or "Settings". That's where you'll find the privacy and security settings that let you decide:
• What information is visible on your page or profile
• Who can view your posts, photos, videos or other content that you share

Learning to use these settings to protect your privacy, and remembering to keep them updated, will help you manage your privacy, security and safety.

In addition to settings, a really important thing to think about is who can friend or follow you (that may or may not be in your Settings). The safest choice is to have only your offline friends and family following you or on your friends list. If you allow other people, don't forget that whatever you share can be seen by people you've never met. That can become a bit strange, and sometimes parents just don't allow it at all. Talk it over with an adult you trust to figure out what's best for you, what keeps you safe and gives you the most peace of mind.

Your parents or guardians should **always** be making these decisions with you. Plus, it can be fun to go through your privacy settings together (so they can see how sharp you are!).

Activity

Review options

I have this school device hooked up to the projection screen. Let's navigate to the settings page of this app where we can see what our options are. Talk me through [*encourage your pupils to help you*]…
• Changing your password
• Making your page or online profile – including photos and videos – public or private (visible only to the family and friends you choose)
• Going through your location and other settings. Which ones are best for you?
• Getting alerts if someone tries to log in to your account from an unknown device
• Getting an alert when somebody tags you

Materials needed:
• One school device hooked up to a projector and able to display an example account deemed appropriate for class demonstration (e.g., a temporary email or class account)

• Enabling two-factor or two-step verification
• Setting up recovery information in case you get locked out of your account
• Reporting problems

Which privacy and security settings are right for you is something to discuss with your parent or guardian. But remember, the most important security setting is in your brain. As you grow up, more and more you'll be the one deciding how much of your personal info to share, when and with whom. So, it's important to get used to making these decisions right now.

Summary

Choosing a strong, unique password for each of your important accounts is a great first step. Now, you need to remember your passwords and keep them private too.

Protect Your Stuff: Lesson 4

Interland: Tower of Treasure

Mayday! The Tower of Treasure is unlocked, leaving the Internaut's valuables like contact info and private messages at high risk. Outrun the hacker and build a fortress with strong passwords to secure your secrets once and for all.

Open a web browser on your desktop or mobile device (e.g., tablet), visit **g.co/TowerOfTreasure**.

Discussion topics

Have your pupils play Tower of Treasure and use the questions below to prompt further discussion about the lessons learned in the game. Most pupils get the most out of the experience by playing solo, but you can also have pupils pair up. This may be especially valuable for younger pupils.

• What are the elements of a really strong password?
• When is it important to create strong passwords in real life? What tips have you learned on how to do so?
• What's a hacker? Describe this character's behaviours and how they affect the game.
• Did Tower of Treasure change the way you plan to protect your information in the future?
• Name one thing you'll do differently after learning these lessons and playing the game.
• Craft three practice passwords that pass the "really strong" test.
• What are some examples of sensitive information that should be protected?

Protect Your Stuff: Lesson 5

What is digital privacy?

Students learn the basic concepts of digital privacy and how it applies to them specifically.

Goals for pupils

✓ **Understand** basic concepts of digital privacy.
✓ **Relate** digital privacy to their own lives and internet use so it's meaningful to them.

Let's talk

You know we're talking about digital privacy, but what is it exactly?
It's not just privacy settings in an app. To really understand it, first let's make sure we're clear about what the **oldest** kind of privacy is—because it's a little different from the online kind. Privacy has been around since long before there was an internet or information about us in a place we call "**online**." It's more important now than ever, because people's photos, videos, info, opinions, etc. can go viral globally now. People who think a lot about our rights tell us that old-fashioned privacy is a basic human right that must never go away. (Do you agree? Why/why not?)

So think about what that means. Your private information is info about you that you don't want the whole world to know about. Maybe it's a secret you don't want to share. It can also be something that you only want people you totally trust to know about you—not people you've never met. Privacy means we can **decide** whether people see us or our information and how much they can see. If we have privacy, we can control it. Or we **should** have some control. That's our right.

So what is online privacy? It has two parts to it, both really important:

1. What we _can_ control
The old-fashioned kind we just talked about—the part where we choose, or control, what information about ourselves we want to share (or not share) online and who we want to share it with. This is what apps' and sites' Privacy Settings are for. They give us that control.

2. What we _can't_ control
The other part of online privacy is not about what **we** choose to do with our information. It's about what **the apps, games and sites** we use do with our information. It's really important for you to know about this part so that you can do as much as possible to protect your privacy—the information, or data, you (and all of us) put into apps, games and websites when we use them. Because it's **your** data. It's also important because online privacy is changing, and learning about it now will make you aware of changes so you can make them work for you as you grow up.

3. [Optional] Transparency
Transparency is an important thing to know about because it has a lot to do with what we can't control online. And it's part of the good direction privacy is headed in. So what

does it mean? Well, when you look through a window, you can see what's going on outside, right? That's because the window is **transparent**. When apps, sites, games and other online services are transparent about what they do with your data, they're letting you see what they do—they're showing their privacy practices—for example, whether they just use your data to make their app work better for you or whether they share your data with other companies. More and more internet users want their apps and other services to be transparent. More and more people feel this is good business. One way companies try to be transparent is by having a Privacy Policy, but these policies are usually really hard even for adults to understand, not just kids.

Activity

Materials needed:

- Worksheet: "What are we talking about here?" (one for each pair of students)
  - For teacher: Answer Key for worksheet which includes answers in Column 2

- Handout: "Your privacy cheatsheet" with definitions of "data," "cookie," "tracking," "artificial intelligence," and "algorithm" (one per student)

After class discussion, students pair up, read examples of everyday online activities and match each one up with the privacy term it describes. Then they share their thoughts with the class.

Note to teacher: *This first lesson teaches foundational concepts of digital privacy so that they're relevant to your students. It's designed to give them time and space to think out loud together about what these important terms mean to them in their everyday internet use. The "Your Thinking" column in the worksheet is the most important part—it will give your students time to think the concepts through and lay a solid foundation. While a student passes out the handout and worksheet, write the terms "data," "cookie," "tracking," "artificial intelligence (AI)" and "algorithm" on the board, then have the class look at the handout while someone reads the definitions aloud to the class. After hearing each definition, write key words about each term that will help students differentiate between the terms. For example, for the word "data" you might write "information, photos, your name, location." For the word "algorithm" you might write "set of directions." After each description, ask your students if they have any questions—encourage them to answer each other's questions if anyone would like to. After the discussion, have the students pair up.*

Now, with the Worksheet you just got, you're going to do an activity with your partner. Using the terms on the board, go through the worksheet with your partner. With each example in the left-hand column. choose a word it describes—is it an example of data, cookie, tracking, AI or an algorithm? If you're not sure, that's definitely ok. Just try your best, based on what you know so far about online privacy. Write down a little about why you picked that term under "Your thinking" in the right-hand column. When you're finished, one of you raise your hand, and I'll ask one of you to share your thinking on how you two made your choice. Anyone can raise their hand if they have a question or comment.

Summary

Way to go! You now know more about online privacy than most grownups on the planet. You have really thought about what it means for you as an internet user—you're even more internet awesome! Next we'll talk about things like what apps, games and sites do with our data.

What are we talking about here?

For each example below, decide if it is an example of **data**, a **cookie**, **tracking**, **AI**, an **algorithm**, or if it could be morethan one. Then, share your thoughts on how you made your choice. Not sure? That's ok! Just try your best based on what you know so far about online privacy.

Example	Is this about **data**, a **cookie**, **tracking**, **AI**, or an **algorithm**?	Your thinking
1. You "Like" a photo posted from your friend's birthday party.		
2. Software that makes guesses about what we like and want to see online, and the guesses keep getting better		
3. A little bit of text an app or site puts on your phone that you can't see		
4. A robot in a car factory gets instructions on how to tell if something's wrong with a new car so it can get fixed before somebody buys it, and it keeps getting better at that.		
5. You go online to see the weather and it already has your location on the site.		
6. You go to log into one of your favorite gaming sites. Your login and password are already filled in for you on the login screen.		
7. Whatever makes the thermostat at your house turn on the heat when the temperature goes below 20 degrees in the winter		
8. You use your school email to create a new gaming profile		
9. You were just on a site with cute pictures of dogs, and now ads are showing up about where you can buy dog food.		
10. A site recommends a video that looks interesting to you, so you watch it. Then the next one it recommends looks even more interesting, and that keeps happening until you can hardly stop watching videos!		

What are we talking about here?

For each example below, decide if it is an example of **data**, a **cookie**, **tracking**, **AI**, an **algorithm**, or if it could be more than one. Then, share your thoughts on how you made your choice. Not sure? That's ok! Just try your best based on what you know so far about online privacy.

Example	Is this about **data**, a **cookie**, **tracking**, **AI**, or an **algorithm**?	Your thinking
1. You "Like" a photo posted from your friend's birthday party.	Data	
2. Software that makes guesses about what we like and want to see online, and the guesses keep getting better	Artificial intelligence (AI)	
3. A little bit of text an app or site puts on your phone that you can't see	Cookie	
4. A robot in a car factory gets instructions on how to tell if something's wrong with a new car so it can get fixed before somebody buys it, and it keeps getting better at that.	Artificial intelligence (AI) and/or Algorithm	
5. You go online to see the weather and it already has your location on the site.	Tracking	
6. You go to log into one of your favorite gaming sites. Your login and password are already filled in for you on the login screen.	Cookie	
7. Whatever makes the thermostat at your house turn on the heat when the temperature goes below 20 degrees in the winter	Algorithm	
8. You use your school email to create a new gaming profile	Data	
9. You were just on a site with cute pictures of dogs, and now ads are showing up about where you can buy dog food.	Tracking	
10. A site recommends a video that looks interesting to you, so you watch it. Then the next one it recommends looks even more interesting, and that keeps happening until you can hardly stop watching videos!	Artificial intelligence (AI) and/or Algorithm	

Your privacy cheatsheet

Here are 5 things that are really good for internet users to understand: "data," "cookie," "tracking," "artificial intelligence (AI)," and "algorithm." I'm going to give you time to ask any questions you have, then we're going to do an activity that will help you lock in what these terms mean.

What is data? It's basically another word for "information," but it has lots of forms that we don't always think of as information. It's bits of info like your name, phone number, birthday or location. It can also be your level in an online game, a "like" you give a photo of a puppy, a video of you with friends, a photo of you that a relative shares, etc. (does anyone have another example?). Each is called a "data point."

There's data about us all over the internet, from everything we do and everywhere we go online—thousands of data points about us all over the place. When we like, click, buy, share or say something online, that's data that an app, site, company or government has about us. In fact, the world is absolutely swimming in data—more and more of it all the time. It's used in lots of ways by businesses, schools, banks, hospitals, governments—to make using their products better or easier, to make money, to solve problems, to catch criminals, to make games more fun, etc. It's used for good and not so good things.

What's a cookie? Of course you know we're not talking about the oatmeal or chocolate chip kind, right? Cookies are little bits of text that an app or website puts on your phone, tablet or computer when you visit or use it. They're used by the apps and sites for lots of reasons: to let them (or their software) know you've been there before so you don't have to log in again, to see where you go next so their software can guess what you like and show you ads it thinks you'll like or make your experience better—or both (more on this in Lesson 6). Mostly, cookies help companies customize their service for us. Some people don't like this tracking and customizing, though, because they feel it reduces their privacy. These cookies weren't designed with kids in mind, and a lot of adults feel kids' online privacy should be protected better. What do you think about that?

What does "tracking" mean? It basically means what the software of apps, sites and other online services might do after they've placed a cookie on your device—also what they do as you use their site, play their game, like something or post a comment. The software tracks all that so the apps or sites can get a sense of who you are—what you like, share and do—so they can make their videos or advertising work better for you, keep your attention and, sometimes, sell your data.

What is artificial intelligence, or AI? It's the software that makes sense of all that information collected about us. It makes guesses about what we like or want from the data it gets from cookies and our online activities to make our experience in a game, an app or a site work really well for us, give us the search results it "thinks" we're looking for or to show us videos, profiles or ads we might like. You may have heard of "machine

learning," well that's what AI uses to make those guesses based on our likes, views, comments, wins and losses, cookies, app registration info and other data points the apps gather from us. And AI is used for so much more. It helps people find places, catch criminals, make movies, correct mistakes, design things, etc.

What is an algorithm? It's part of what AI runs on. It's a set of instructions, like a recipe for making pancakes, only made up of computer code not words. That's the most basic kind of algorithm, the kind that helps a computer or robot make something or do the same task really well over and over again. The other kind, a machine-learning algorithm, is what makes artificial intelligence intelligent. It's instructions plus data—tons of data that keeps getting fed into the algorithm. So instead of doing the same thing over and over again, it keeps "learning" so whatever it does gets better. Like a cook whose pancakes get tastier with every new recipe they find, a machine-learning algorithm can make better and better guesses, designs, solutions, games, etc.

Secure Your Secrets: Lesson 6

How is my data used?

This is both a guessing and role-playing game, where students pretend to be artificial intelligence and guess things about a person based on the data points provided. Class discussion follows.

Goals for pupils

✓ **Gain** a basic understanding of what AI does and how.
✓ **Grasp** how challenging it is for AI to be completely accurate.
✓ **Understand** some of the roles AI plays.

Let's talk

An app or online game where we set up an account usually has software that puts all the information we gave it when we registered (like our name, address, phone number or birth date) together with what the software "learns" about us as we use the app, game or site. As we learned in Lesson 5, the software is called artificial intelligence, or AI. It keeps getting new data from us—our likes, game moves, comments, chats, videos we watch, sites we visit, photos we share, searches we do—and makes better and better guesses for what we might want to do, see or buy. We might forget what we've shared, but the software doesn't forget that data. This is good for everybody to know, including kids (if you set up an account with an adult in your family, you might be able to help them understand).

Apps, games and sites might...
• Track where we've been (online and our physical location history) to figure out what we'll want to do or see next and make our time online better, more fun or more convenient.
• Use our data to analyse and categorize us to show us ads about stuff their artificial intelligence "thinks" we (or other people like us) will buy.
• Use info our friends or family share to make guesses about us and what we like (because it figures out who people's friends are).
• Share our personal information with other companies to make money or buy our data to show us ads.
• Find patterns of bad online behaviour that a human being would take forever to notice— like criminals trying to get into banks' computers, threatening to shut businesses down to get their money, spreading false information or trying to steal someone's identity.

Activity

It's the AI behind the apps or games that makes these guesses about us. In this activity, you will pretend to be AI. See if you think it's easy or hard to be AI—and why it likes to gobble up more and more information!

On the worksheet, you'll have four data points on three different internet users. That's not much information, right?! But AI analyses any information it can get and makes guesses about who these people are and what they like so the apps and websites it works for can do things like show them ads of things they might want, recommend videos to watch and suggest products for them to buy.

Materials needed:
• Worksheet: "How is my data used?" (one per student)

The four data points will give you hints about the person so you can guess what they're like. For example, in the first data point on Person 1, notice the part about "50th high school reunion." What might that say about that person—or about someone in the photo the person posted (if there's only one reunion a year)? That's the kind of thing you'll want to think about to help you fill in a mental picture about the person.

After you describe the person, you'll get to be AI and guess what types of products they might like to buy, what type of company would love to have them as a customer, etc. Have fun with this! See how creative you can be as you think about what AI would "think."

The fourth person on the worksheet is you! You'll think up four data points about what you do online, then write what you think AI will guess about you.

Note to teacher: Have students fill out their worksheets, taking about five minutes each for the first three "persons" and maybe a little more time to think about their own data points. Discuss it all as a class, especially eliciting students' thoughts on why they made their guesses and choices.

Summary

Just because the word "intelligence" is in its name doesn't necessarily mean that artificial intelligence knows everything. It makes guesses. The more data it gets, the better its guesses get—so it's pretty hungry for data, **everybody's** data.

How is my data used?

Remember! As you read these data points—or hints—about the person they're describing, there's no perfect answer. You don't know who this person is because you're artificial intelligence, so you're just guessing. Have fun fleshing out these people!

Person 1

Data point 1 → Posted a picture on social media from a 50th school reunion.
Data point 2 → Visits a pet shop once a week.
Data point 3 → Buys dog toys online a few times a year.
Data point 4 → Walks to local park every day.

Write 2-3 sentences describing this person:

_____

_____

_____

What type of company might want this person to be their customer? Why?

_____

_____

Person 2

Data point 1 → Watches skateboard videos every day.
Data point 2 → Browses popular shoe shopping sites.
Data point 3 → Listens to music on phone app each day around 3:30 P.M.
Data point 4 → Posts pictures at the beach.

Write 2-3 sentences describing this person:

_____

_____

_____

What types of ads do you think this person will see on their social media? Why?

_____

_____

Person 3

Data point 1 → Visits local shop multiple times a week.
Data point 2 → Orders kitchen supplies from popular site.
Data point 3 → Commented "Delicious dinner!" on social media post.
Data point 4 → Attended a neighbourhood food festival last weekend.

Write 2-3 sentences describing this person:

_____

_____

_____

What types of shops or businesses might want this person to shop with them? Why?

_____

_____

Person 4 (Challenge): This person is YOU
Think about your online activity and create four data points about yourself.

Data point 1 →
_____

Data point 2 →
_____

Data point 3 →
_____

Data point 4 →
_____

Do you think these data points accurately describe who you are? Why or why not?

_____

_____

_____

_____

Secure Your Secrets: Lesson 7

Protecting your privacy online

Students consider their options in various privacy scenarios, think about what they decided and discuss their thinking together as a class.

Goals for pupils

- ✓ **See** the importance of caring about their online privacy.
- ✓ **Understand** they have choices to make in protecting their privacy.
- ✓ **Recognise** they have an important role—but not complete control—in protecting their privacy.

Let's talk

As you learned in Lesson 5, there's no such thing as total privacy in today's world, including online. And there's no such thing as total control over your data—not anytime soon, anyway. But there are concrete things you can do to make your privacy as solid as possible.

We're going to go through those concrete steps together, and I'm passing out this worksheet so you can fill in the blanks as someone reads each step. That way, you'll each have your own list of privacy steps to take home. I'm going to ask for volunteers to read them and, while they do, please write the title of each step. If any of you have any questions, raise your hand, and we'll see if I or one of you can answer.

Note to teacher: *Distribute the Privacy Steps handout before discussing the steps. This will help students keep track of all the different steps and will help them complete the activity later. As you introduce a new step, direct students to fill in the title of that step in the appropriate box in the handout.*

1. Get help in setting things up. If you set up an account in a game or app, be sure to set it up with an adult you trust and go through the privacy policy together. Every site and app should have one. If it doesn't, or if the policy seems pretty sketchy or super hard to read, be sure the person helping you knows that. That app or game probably isn't something you want to use.

2. Make two lists: As you and your adult helper get ready to set up an account or set privacy settings, it might help to make a list 1) about what you should never share publicly (because you don't know who can see it) and 2) about what is ok to share. That can help you remember these things that help you protect yourself and your privacy. It's also really good to think about what something you post could say about you if someone you don't know saw it.

3. Consider keeping your account private. That's so it's harder for people to find your account. If you don't know how to keep it private, ask a parent or relative for help with that.

4. Play only with people you already know offline. That's how most kids play online games—especially kids your age, but also teens—because (you know) it's a great

way to hang out with friends when you can't in person. It's also much safer, because you have each other's backs if someone creepy shows up in the game.

5. Keep the game chat about the game. It's good to keep in mind that it's not safe to talk about personal stuff if people you don't know might be in the game or app. Ignore anyone you don't know who asks personal questions like your age or location.

6. Be sure to give your actual age when you register, because honest apps, sites and internet companies give kids extra protections.

7. Check Privacy Settings. Privacy settings can change, so check your device and app settings every now and then to give yourself as much privacy control as possible.

8. Don't just check the box. If an app or game asks you to agree to something, work with a parent, teacher or other trusted adult to check out what you're agreeing to.

9. Notice that apps get old, too. Only have apps on your device that you actually use. If you don't use an app, consider deleting it—but before you do, delete your account before you delete the app. The privacy is about your account—what you registered and created when you started using the app—not the app.

10. Do a search for yourself online and see what "the Internet" knows about you (because what your search turns up is what other people on the internet see about you).

11. If something upsets you, ask for help. Talk with the parent or other adult you trust. Whether it's something bad you or a friend ran into, it's important to get help for dealing with it. We know kids are smart. You may have a lot of tech experience but you don't have as much life experience as grownups. So even if an adult who cares about you doesn't know much about online privacy (or safety), they can find out what you and they need to know, and they will be motivated to figure out where to get answers.

12. Report privacy violations in apps, games and sites you use and, if nothing happens, tell your friends and relatives about it. You could even talk with them about whether you all want to delete the app, or even spread the word together and be privacy activists.

Not all apps, games and internet companies protect kids' privacy as well as you'd like, but privacy's getting better all the time, and the more you practise this stuff, the more you can protect yourself, help your friends and kids younger than you—also the more you can stand up for kids' privacy rights!

Protecting your privacy online

Students consider their options in various privacy scenarios, think about what they decided and discuss their thinking together as a class.

Activity

Materials needed:
- Worksheet 1: "Privacy Steps" (one per student)
- Worksheet 2: "How Can I Protect My Privacy Online?" (one per student)

Note to teacher: *After passing out worksheets, have students choose an option for each scenario, then think through why they made that choice by writing out why they made it. They can use their "Privacy Steps" handout from the earlier discussion. Then, in a class discussion, see if different students chose different options and talk about why.*

Be sure to tell students that the goal is not to have all the right answers on a paper but to think about their privacy when they're online and learn to make choices that protect their privacy as much as possible.

Summary

Nobody can have total control over their online privacy (yet, anyway), but there are steps you can take to make your privacy as good as possible, and the more you try them out, the better it'll get and the more you can help others with theirs.

Privacy Steps

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

How Can I Protect My Privacy Online?

Directions:

1. For each scenario below, select which option will better protect your data and privacy.
2. Answer the questions to explain your thinking, then we'll have a class discussion.

Scenario 1

You are creating a new account on a gaming site.

☐ **Option 1**: Ask an adult to help you create the account.
☐ **Option 2**: It is a gaming site for kids, so you complete the account on your own.

Which option did you choose? Why?

_____

_____

_____

Scenario 2

You and your dad are registering a new account in an app and have to enter your age.

☐ **Option 1**: Put in your real age so that the app can apply special protections for kids.
☐ **Option 2**: Put in a fake age so the app thinks that you are an adult.

Which option did you choose? Why?

_____

_____

_____

Scenario 3

You have apps on your device you no longer use.

☐ **Option 1**: Delete the apps, which will then delete your account information.
☐ **Option 2**: Delete your account information first, and then delete the app.

Which option did you choose? Why?

_____

_____

_____

Be Internet Legends.

How Can I Protect My Privacy Online?

Scenario 4

You just updated all the privacy settings on your device with a parent.

☐ **Option 1**: You are good to go! You only have to do this one time.
☐ **Option 2**: Check your privacy settings again in a few months to make sure nothing has changed.

Which option did you choose? Why?

_____

_____

_____

Scenario 5

A game asks you to agree to an update to its Terms and Conditions to keep playing.

☐ **Option 1**: Ask a parent to look at the new terms with you to make sure you understand what you are agreeing to.
☐ **Option 2**: You can go ahead and click Agree. There isn't usually any important information in those updates.

Which option did you choose? Why?

_____

_____

_____

Scenario 6

You are deciding whether to make your account public or private.

☐ **Option 1**: Make your account public so it is easier to connect with friends.
☐ **Option 2**: Always keep your account private to make it harder for strangers to connect with you online.

Which option did you choose? Why?

_____

_____

_____

Answer Key: Lesson 7

How Can I Protect My Privacy Online?

Note to teacher: *The answers in red below are written so that you can read them to your students in a class discussion if you'd like.*

Directions:
1. For each scenario below, select which option will better protect your data and privacy.
2. Answer the questions to explain your thinking, then we'll have a class discussion.

Scenario 1

You are creating a new account on a gaming site.

☐ **Option 1**: Ask an adult to help you create the account.
☐ **Option 2**: It is a gaming site for kids, so you complete the account on your own.

Which option did you choose? Why?

Option 1 is the better option. Whenever you are asked to create an account, it's always best to create the account with an adult. Even if it is a site for kids, you are still sharing lots of data points about yourself to create the account. So, you want to make sure you are still protecting your privacy.

Scenario 2

You and your dad are registering a new account in an app and have to enter your age.

☐ **Option 1**: Put in your real age so that the app can apply special protections for kids.
☐ **Option 2**: Put in a fake age so the app thinks that you are an adult.

Which option did you choose? Why?

Option 1 is the better option because, just as it says, when you put in an accurate age, the app might have special protections for children and teens. If you put in an age that is not correct, you are taking the risk of not protecting your privacy and safety because the app doesn't know you are a kid.

Scenario 3

You have apps on your device you no longer use.

☐ **Option 1**: Delete the apps, which will then delete your account information.
☐ **Option 2**: Delete your account information first, and then delete the app.

Which option did you choose? Why?

Option 2 is the better option. When you delete an app, your account still exists and will still have your data connected to it. If you delete your account first, you are making sure that the app no longer has your personal data.

How Can I Protect My Privacy Online?

Scenario 4

You just updated all the privacy settings on your device with a parent.

☐ **Option 1**: You are good to go! You only have to do this one time.
☐ **Option 2**: Check your privacy settings again in a few months to make sure nothing has changed.

Which option did you choose? Why?

Option 2 is better. Apps, websites, devices, programs, etc. often change the privacy settings they provide. Sometimes you don't even know when the settings change. Check your privacy settings at least once a year to make sure you are doing everything you can to protect your data and your privacy.

Scenario 5

A game asks you to agree to an update to its Terms and Conditions to keep playing.

☐ **Option 1**: Ask a parent to look at the new terms with you to make sure you understand what you are agreeing to.
☐ **Option 2**: You can go ahead and click Agree. There isn't usually any important information in those updates.

Which option did you choose? Why?

Option 1 is better. Terms and Conditions are often really long and wordy, and they're definitely not written for kids. It is easy to miss important information. If you look at them with an adult, you are more likely to see information you need to know to protect your privacy.

Scenario 6

You are deciding whether to make your account public or private.

☐ **Option 1**: Make your account public so it is easier to connect with friends.
☐ **Option 2**: Always keep your account private to make it harder for strangers to connect with you online.

Which option did you choose? Why?

Option 2 is better. This is one of the easiest ways you can protect your privacy. It might take a few more steps to connect with friends, but it is worth it to protect your information and activity from people you don't know—people who should not know anything about you.
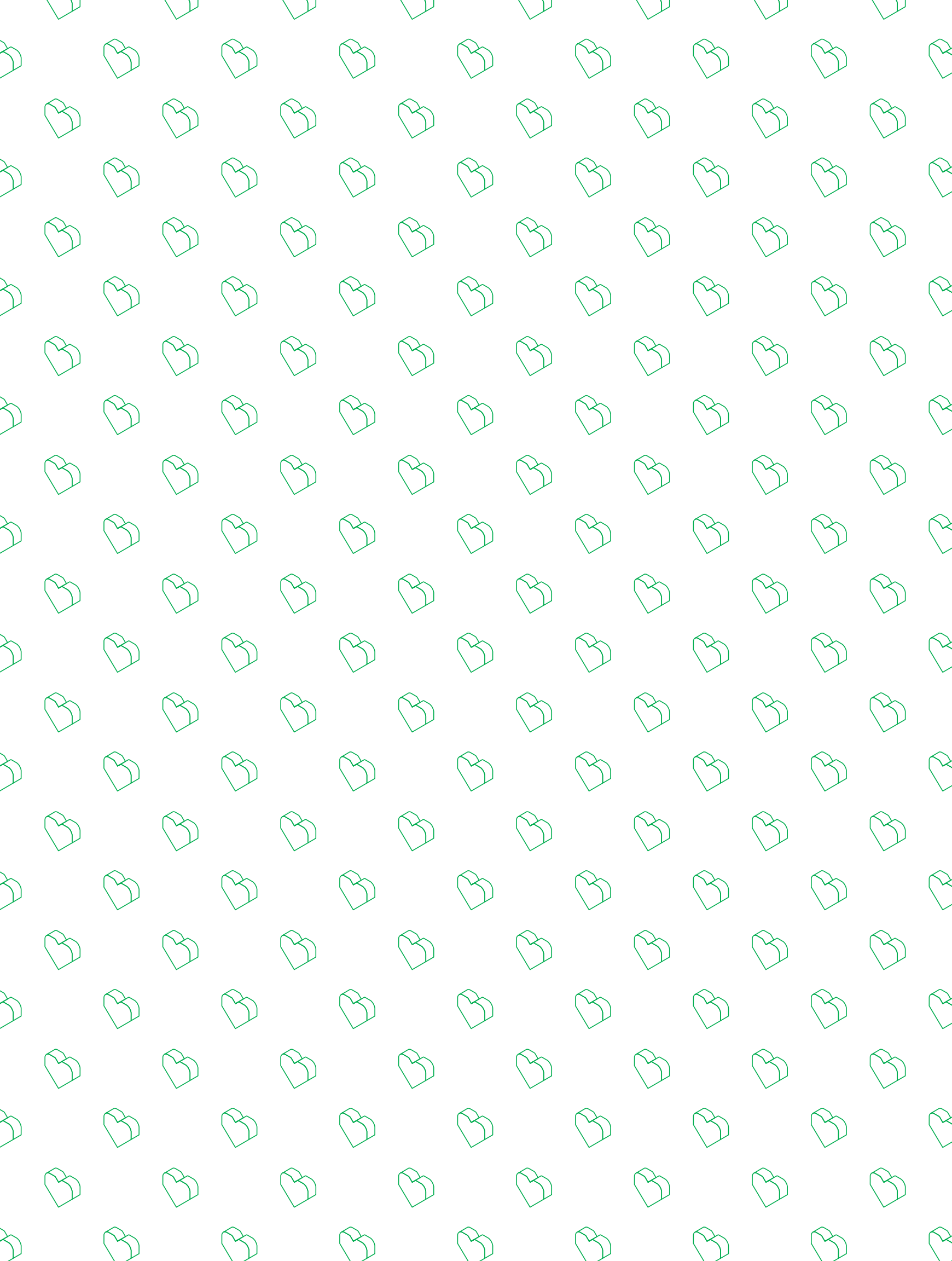
Respect Each Other

The power of online positivity

Lesson overview

Lesson 1.1	**Noticing feelings**	SEL	**2nd–3rd** class
Lesson 1.2	**Practising empathy**	SEL	**4th–6th** class
Lesson 2.1	**Your kindness gram**	SEL	**2nd–3rd** class
Lesson 2.2	**Ways to show kindness**	SEL	**2nd-6th** class
Lesson 3	**From negative to nice**	SEL	**2nd-6th** class
Lesson 4	**About your tone**		**2nd-6th** class
Lesson 5	**How words can change the whole picture**	ML	**2nd-6th** class
Lesson 6	**Interland: Kind Kingdom**	SEL	**2nd-6th** class

Themes

The digital world creates new challenges and opportunities for social interaction, for children and all the rest of us. Social cues can be harder to read online, constant connecting can bring both comfort and anxiety, and anonymity can fuel crushes and compliments as well as harm to ourselves and others.

It's complicated, but we know that the Internet can amplify kindness as well as negativity. Learning to express kindness and empathy, and how to respond to negativity and harassment, is essential for building healthy relationships and reducing bullying, depression, academic struggles and other problems.

Research shows that, rather than simply telling children not to be negative online, two kinds of teaching can help address the underlying causes of negative behaviours: social-emotional learning and bullying prevention. These activities don't replace evidence-based programmes; they lay a great foundation, encouraging pupils to interact positively and deal with negativity from the start.

Goals for pupils

- ✓ **Define** what being positive means and looks like, online **and** offline.
- ✓ **Lead** with positivity in online communications.
- ✓ **Identify** situations in which a trusted adult should be consulted.

Respect Each Other
Vocabulary

Lesson 1

Empathy: Trying to feel or understand what someone else is feeling. "Trying" is an important word in the definition, because actually understanding other people's feelings is really hard. We just get better and better – more skilled – at it by trying.

Lesson 4

Conflict: An argument or disagreement that isn't necessarily repeated.

Lesson 5

Bullying: Purposefully mean behaviour that is usually repeated. The person being targeted often has a hard time defending him or herself.

Cyberbullying: Bullying that happens online or through using digital devices.

Harassment: A more general term than bullying that can take many forms – pestering, annoying, intimidating, humiliating, etc. – and can happen online too.

Lesson 5

Caption: Text that goes with a picture and provides information about what's in the photo.

Context: Additional information around the photo or other information that helps us understand better what we're seeing. Context can include information like the place where the photo was taken, the time a text was sent, the situation the sender was in, etc.

Block: A way to end all interaction with another person online, preventing them from accessing your profile, sending you messages, seeing your posts, etc. without notifying them (not always ideal in bullying situations where the target wants to know what the aggressor is saying or when the bullying has stopped).

Mute: Less final than blocking, muting is a way to stop seeing another person's posts, comments, etc. in your social media feed when that communication gets annoying – without notifying that person or being muted from their feed (not usually very helpful in bullying situations); unlike with blocking, you can still go to their profile to see their posts, and in some apps they can interact with you in private messages.

Respect Each Other: Lesson 1.1

Noticing feelings

Pupils practise empathising with people they see on TV, in videos and in games – groundwork for more kinds of digital social experiences in the future.

A note to the teacher: *After completing this lesson, look for opportunities to revisit it during other lessons. Get pupils to practise empathising with characters when your class reads a story or watches a video. In "Let's talk," you'll see example statements. They're suggestions for pupils' responses. If they can't think of a response, you can use these examples to prompt some answers.*

Goals for pupils

✓ **Understand** what empathy is.
✓ **Practise** empathising with people depicted in media.

Let's talk

Today, pupils will be investigators working out what other people are feeling. They will need to look for hints in what is said or how people are acting / behaving.

Share the list of feeling words in the handout.

Pupils think of a time they felt one of the feelings. Think about what happened and how their body felt. Share some responses, children can describe or act out how they felt.

• What feeling do you think you just saw? What hints did you see? (Various answers.) Notice how we saw different hints and came up with different answers. Have the student tell the story behind the feeling they were showing.
• Does knowing what was happening make guessing the feeling easier? ("Yes.")
• Why? ("You can think about how you'd feel in that situation.")

Describe having empathy to pupils: working out what someone else is feeling. Empathy helps us make friends and avoid upsetting people. Having empathy isn't always easy. It takes practice. It's even harder to have empathy for someone you read about in a book or see in a video.

• Why do you think that's harder? ("You can't see them." "You don't know everything that's happening.")
• Why do you think it's important for us to practise empathising with people in books or videos? ("It helps you enjoy the books and videos more." "You like the people better." "You can understand what's going on in the story better." "It's good practice for empathising with people online or here at school.")

We're now going to do an activity that'll help you figure out how people in books and other media feel.

Activity

Materials needed:

• Worksheet: "Noticing feelings" (one per group of 3–4 pupils)

• Handout: "Common feeling words"

1. Project the Common feeling words for the class to see.

2. Place pupils into groups of 3–4.

3. Have pupils work in small groups to complete the worksheet.

4. Call on groups to tell the class what they came up with.

Summary

Empathising with people in books and videos is important. It helps you enjoy the books and videos more, and it's good practice for when you're with **real** people online and offline. As you get older, you'll start having more and more conversations digitally, on phones and computers. The more you practise empathy in text messages, games and videos, the more fun you'll have socialising online.

Be Internet Legends.

Noticing feelings

Finn and Lauren

Scenario 1

What are two ways Lauren might be feeling?
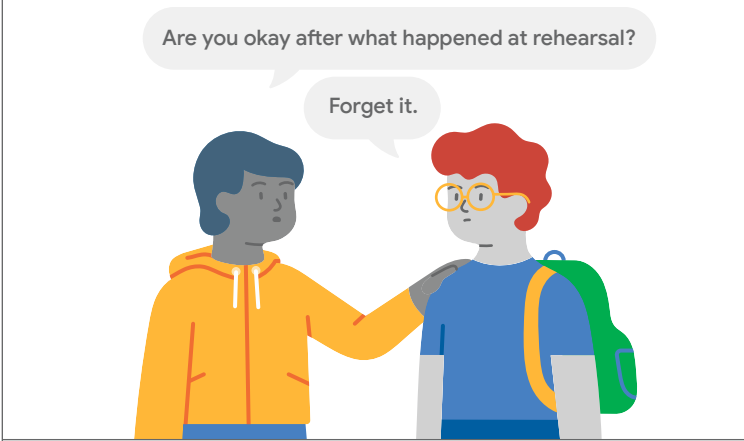
_____

What hints support your ideas?

_____

_____

What are two ways Finn might be feeling?

_____

What hints support your ideas?

_____

_____

Noticing feelings

Liam and Kevin
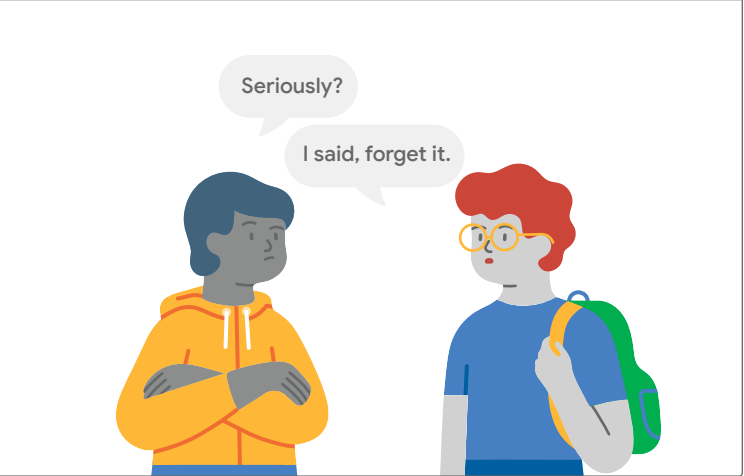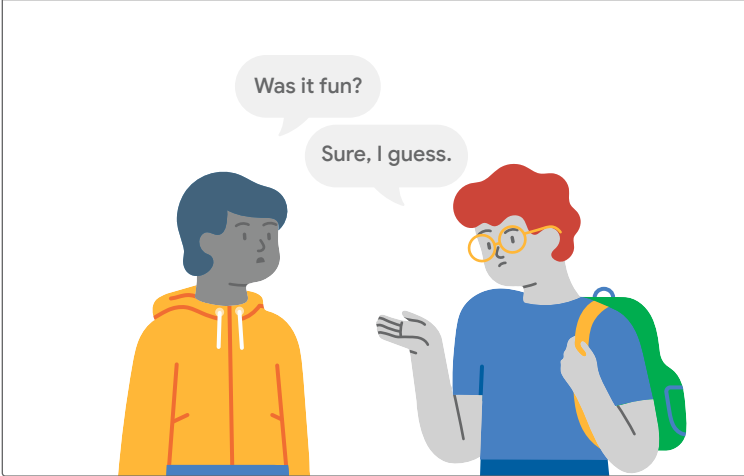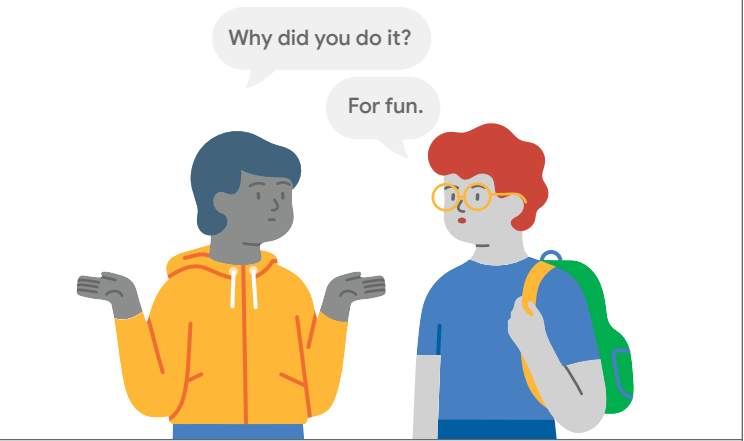
Scenario 2

What are two ways Kevin might be feeling?

_____

What hints support your ideas?

_____

_____

What are two ways Liam might be feeling?

_____

What hints support your ideas?

_____

_____

Common feeling words

Happy

Frustrated

Sad

Worried

Surprised

Disappointed

Scared

Excited

Angry

Calm

Respect Each Other: Lesson 1.2

Noticing feelings

Students practise identifying how they feel in digital social interactions.

SEL background for teachers: *Empathy is a crucial foundation for healthy interpersonal relationships. It has been shown to increase academic success and decrease problem behaviours. The definition of empathy is "trying to feel or understand what someone else is feeling" – not the ability to do so. That distinction is important because it's really hard to identify others' emotions correctly (most adults struggle too). Simply making the effort helps us and our pupils feel compassion for others and motivates kind action. This is what our children deserve to know. If pupils focus on getting it "right," remind them that the best way to find out how someone is really feeling is to ask them.*

Goals for pupils

- ✓ **Understand** what empathy is.
- ✓ **Practise** empathising with people they encounter online.
- ✓ **Recognise** why it's important to practise empathy.

Let's talk

Think about a time you were talking with someone else online in an app, a game, or by texting. Could you tell how they were feeling? What emotions might they have been feeling? ("Happy." "Angry." "Excited." "Frustrated.")

Trying to feel or understand what someone else is feeling is called having empathy.
- Why is it good to show empathy? ("To know when others need help." "Help be a good friend." "Avoid making someone angry.")
- How could empathising with others help when you're interacting with someone online? ("Help understand what they're thinking." "Keep from hurting them." "Avoid accidentally starting drama. Easier to work with them in a game.")
- How can you tell how someone else might be feeling? ("Recognising what's going on around them." "What they say or do." "Posture." "Facial expressions." "Tone of voice.")

Demonstrate feelings using your face, body, and/or words to show an emotion like excitement or joy.
- What was I just feeling?
  Recognising other people's emotions takes practice – it's hard for adults too – and it's especially hard when you're interacting online.
- What makes empathising digitally difficult? ("Sometimes I can't see people's faces or bodies." "When you can't hear their voice." "When you can't see what's going on around them.")
- What are some clues we can use to help understand others' feelings online? ("Emojis." "Photos." "Use of CAPITAL LETTERS." "Our history of interacting with someone.")

Today we're going to do an activity to help you recognise how people you interact with online are feeling.

Be Internet Legends.

Activity

Materials needed:

• Worksheet: "Practising empathy" (one per pupil)

1. Hand out one copy of the activity worksheet to each pupil, or project it for the class to see.

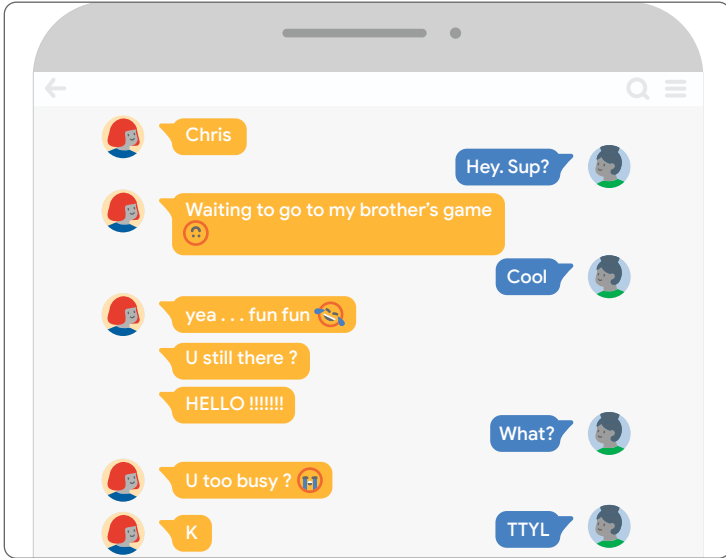**2. Have pupils work independently** to guess how the people in each scenario are feeling.

3. Have pupils compare their answers with a partner and discuss how each person came up with their answers.

4. Call on pairs to tell the class about scenarios where they disagreed on the answers and what about those scenarios made them harder to predict.

Summary

It's really hard to guess other people's feelings correctly—sometimes especially online—but empathy isn't about getting the answer right. It's about trying to. Just by trying to understand how someone's feeling, you're more likely to get along with them and less likely to hurt them. And when you keep trying, you're helping to create kinder, more awesome online times for you and everyone else.

Practising empathy

How do you think Connor might be feeling?

_____

_____

Why?

_____

_____

_____

HaddieHere

HaddieHere Not what I expected after school today!

How do you think Dave might be feeling?

_____

_____

Why?

_____

_____

_____

CyrusMaxx12:
Follow me !
Don't charge in and don't mess up this time.
We got this !

JennaGamer2291:
Ready, set, GO !

How do you think Emily might be feeling?

_____

_____

Why?

_____

_____

_____

Respect Each Other: Lesson 2.1

Your kindness gram

Pupils explore what it means to show kindness.

A note to the teacher: *In preparation for "Let's Talk" think of an example of when someone was kind to you and how it made you feel, then an example of when you showed kindness to someone and how it made you feel. This lesson asks that you use these experiences to write your own "Kindness Gram" (see the worksheet) to share with pupils as an example.*

Goals for pupils

- ✓ **Define** kindness.
- ✓ **Recognise** how kindness can affect people's feelings.
- ✓ **Identify** ways to show kindness.

Let's talk

Pair up pupils

What does it mean to be kind?

Give pupils time to talk with a partner, then ask for volunteers to share their thinking. Kindness is doing something nice or saying something nice to others. Think of an example of when someone was kind to you. (Teacher can share an example)

How did it make you feel? Tell your partner and share their thoughts.

When someone is kind to us, it can make us feel better when we're sad or upset. Being kind can also make us feel good. Teacher shares an example of a time they were kind to someone and describe how it made them feel.
• Think about a time when you were kind to someone.
• Tell your partner about what you did and how it made you feel.

Volunteers share their kindness examples.

Let's practise being kind by looking at some examples. [Refer to Side 1 of the handout.]

• Amelia is feeling left out at play time and sitting all alone. How do you think she feels? ("Sad." "Lonely.") How could you show her kindness? ("Sit with her." "Invite her to play.") How do you think Amelia will feel after someone is kind to her? ("Happy." "Included.")
• Alfie dropped his lunch tray. How do you think he feels? ("Embarrassed." "Upset.") How could you show him kindness? ("Help him pick up his lunch." "Say something nice.") How do you think Alfie will feel after someone is kind to him? ("Better.")

The amazing thing about showing kindness is that it helps us practise empathy. Empathy means trying to feel or understand what someone else feels. Kindness is empathy in action! When we practise empathy by being kind, we can make the world a better place.

Activity

Materials needed:
- Worksheet: "Empathy at school" with "Your kindness gram" on side 2 (one per pupil)

Look at the 'your kindness gram' handout.

Pupils think about someone in their life – maybe a friend, a teacher or a family member – who they want to show kindness to.

Complete a kindness gram to help plan it.

Pupils work independently. If willing, pupils share their kindness gram with a partner.

Discuss when pupils will put their kindness grams into action.

Summary

Kindness is doing something nice or saying something nice to others. By showing kindness we can help others feel better when they're sad or upset. There are many ways and places we can show kindness, online and offline – the more places we do it, the better!

Be Internet Legends.

Empathy at school
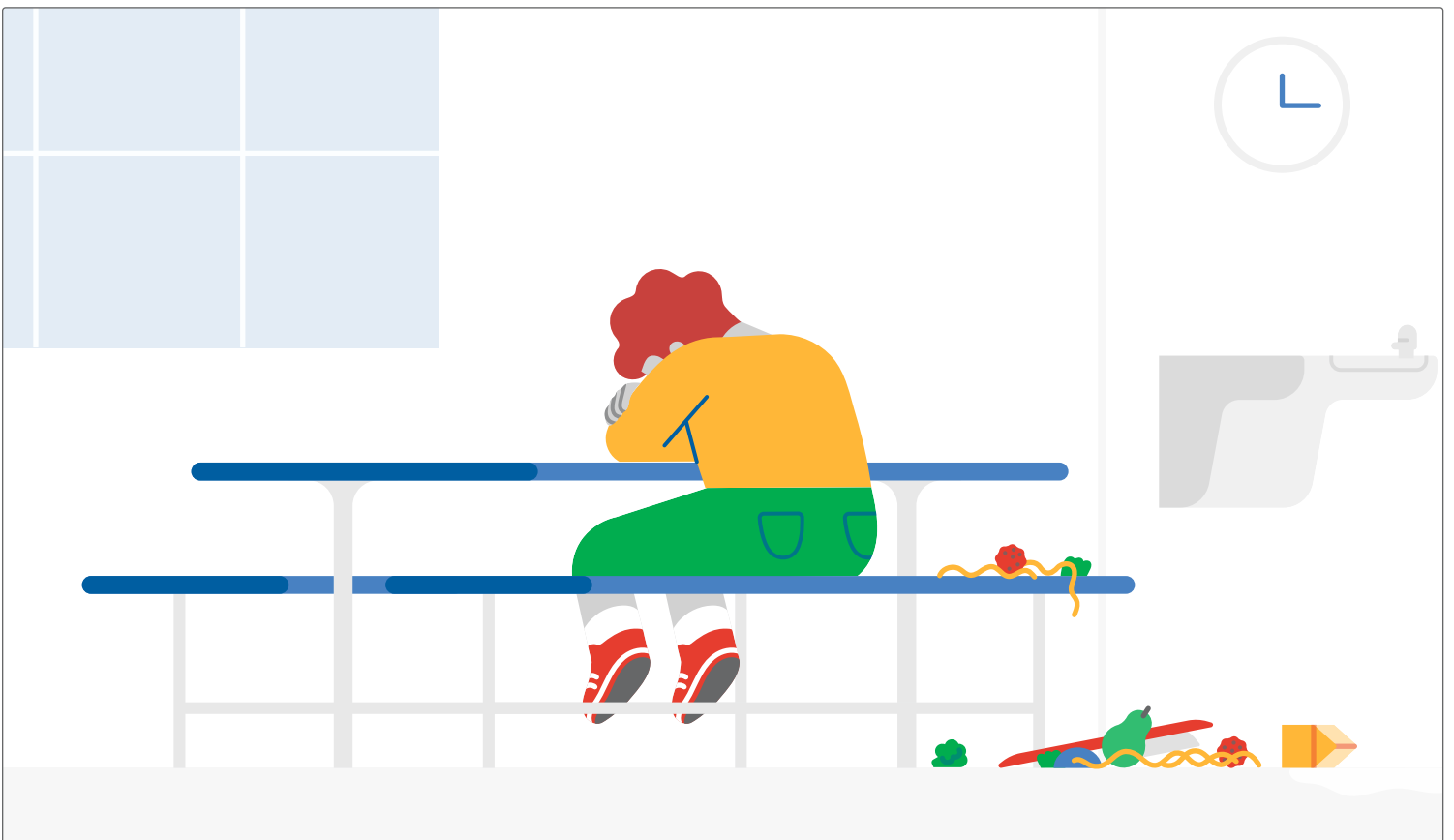
Your kindness gram

I will show kindness to

the person you want to show kindness to

I will show kindness by

the kind thing you will do or say

I will do this kind thing in

where – for example, at home, at lunch, at football training,
in a text, in a digital game with someone I'm playing with, etc.)

Respect Each Other: Lesson 2.2

Ways to show kindness

Pupils explore what it means to be kind online.

A note to the teacher: *Before beginning the lesson, think of a time someone was kind to you online and how it made you feel. This lesson asks that you share this with the class at the end of the "Let's talk" section.*

Goals for pupils

✓ **Understand** the meaning of kindness.
✓ **Identify** ways kindness can look like online.

Let's talk

Display the word "Kindness" on the board.

Pupils consider:
• What's the definition of kindness?

Give pupils time to talk with a partner, then ask a few to share with the class. Give them a chance to come up with several different answers.

Having empathy for others helps you show kindness. Building on what we learned in Lesson 1. what is empathy? ("Trying to feel or understand what someone else is feeling.")

• How can it help you show kindness?
• Why is it important to be kind to others?
• What are some ways you can show kindness to others?

Today's learning is about showing kindness online.
• What can make it difficult to show kindness online?
Showing kindness online can be really powerful.
When other people see you being kind online it encourages them to be kind too.

Share your story about a time someone was kind to you online and how it made you feel.

• How could you show kindness online to someone who... might be sad? (Various answers.) ...who might be upset? (Various answers.) ...who might be angry? (Various answers.)

Now we're going to be challenged in showing kindness online.

Activity

Materials needed:

• Worksheet: "Ways to show kindness" (one per group of 3–4 pupils)

1. Place pupils in groups of 3–4.

2. Give each group a worksheet.

3. Have each group collaborate to complete the worksheet.

4. For each scenario, call on one group to tell the class how they would show kindness. If the group is willing, have them act out the scenario for the class.

Summary

There are lots of ways to show kindness online. Being kind online will help make your online world a kinder, more welcoming place for everyone. It also feels good to show kindness. The next time you're kind to someone, take a moment to notice how you're feeling too.

Ways to show kindness

1. **Read each scenario.**
2. **Discuss as a group ways to show kindness in each scenario, and write down your best ideas.**
3. **Be ready to tell the class what your group came up with.**

Scenario 1

People are leaving disrespectful comments on a selfie your friend posted.

One way I can show kindness is to _____

_____

Another way is to _____

_____

_____

Scenario 2

You're playing an online game, and one player is insulting and saying mean things about another player.

One way I can show kindness is to _____

_____

Another way is to _____

_____

_____

Scenario 3

Several of your friends are making mean jokes about another pupil in a private group chat.

One way I can show kindness is to _____

_____

Another way is to _____

_____

_____

Turning negative into positive

In this lesson, pupils work together to reframe negative comments in order to learn how to redirect negative interactions into positive ones.

Goals for pupils

✓ **Express** feelings and opinions in positive, effective ways.
✓ **Respond** to negativity in constructive and civil ways.

Let's talk

Turning negative to positive

Children your age are exposed to all kinds of online content, some of it with negative messages that promote bad behaviour. But you can turn that around.

• Have you (or anyone you know) seen someone be negative on the web? How did that make you feel?
• Have you (or anyone you know) ever experienced a random act of kindness on the web? How did it make you feel?
• What simple actions can we take to turn negative interactions into positive ones?

We can respond to negative emotions in constructive ways by changing unfriendly comments to nicer ones and becoming more aware of tone in our online communication.

Activity

Materials needed:
• A whiteboard or projection screen
• Handout: "…but say it nicely!" (one per team of pupils)
• Sticky notes or devices for pupils

1. Read the comments
We're all looking at the negative comments.

2. Write revisions
Now let's separate into teams of three and work on two kinds of responses to these comments:
• How could you have made the same or similar points in more positive and constructive ways?
• If one of your classmates made comments like these, how could you respond in a way that would make the conversation more positive?

Note to teacher: *It might help to get things moving to complete one example as a class together.*

3. Present responses
Now each team will perform their responses for both situations.

Summary

Reacting to something negative with something positive can lead to a more fun and interesting conversation, which is a lot better than working to clean up a mess created by an unkind comment.

Turning negative into positive

Read the comments below. After each comment, discuss:

1. **How could you have said the same or something similar in more positive and constructive ways?**
2. **If one of your classmates made comments like these, how could you respond in a way that would make the conversation more positive?**

Use the spaces below each comment to write down ideas.

LOL Connor is the only one in class not going on the camping trip this weekend.

_____

_____

Everybody wear purple tomorrow but don't tell Sophie.

_____

_____

Sorry I don't think you can come to my party. It'll cost too much money.

_____

_____

No offence but your handwriting is a mess so you should probably switch groups for this project.

_____

_____

This makes me cringe. Who told her she can sing??

_____

_____

You can only join our group if you give me the login to your account.

_____

_____

Am I the only one who thinks Shauna looks a bit like a little green alien?

👎👎👎

_____

_____

Respect Each Other: Lesson 4

Mixed messages

Pupils interpret the emotions behind text messages to practise thinking critically and avoiding misinterpretation and conflict in online exchanges.

Goals for pupils

✓ **Make good decisions** when choosing how and what to communicate and whether to communicate at all.

✓ **Identify** situations when it's better to wait to communicate face-to-face with a peer than to text them right away.

Let's talk

It's easy to misunderstand

People use different types of communication for different kinds of interaction, but messages sent via chat and text can be interpreted differently than they would in person or over the phone.

• Have you ever been misunderstood when texting? For example, have you ever texted a joke and your friend thought you were being serious or even mean?

• Have you ever misunderstood someone else in a text or chat? What did you do to help clarify the communication? What could you do differently?

Activity

Materials needed:

• Sample text messages written on the board or projected

1. Review messages

Let's take a look at these sample text messages on the board. The class probably has great examples too, so let's write some on the board for us to discuss.

• "That's so cool"

• "Whatever"

• "I'm so mad at you"

• "CALL ME NOW"

• "Kk fine"

2. Read messages out loud

Now, for each message, we're going to ask one person to read it aloud in a specific tone of voice (e.g., angry, sarcastic, friendly).

What do you notice? How might these come across to other people? How might each "message sender" better communicate what they really mean?

Summary

It can be hard to understand how someone is really feeling when they're reading a text. Be sure you choose the right tool for your next communication and try not to read too much into things people say to you online. If you're unsure what the other person meant, find out by talking with them in person or on the phone.

Be Internet Legends.

Respect Each Other: Lesson 5

How words can change the whole picture

This lesson lays a foundation for 7-11 year olds by asking them to grapple with simple captions about individual people. In age appropriate ways, this lesson covers these media literacy concepts and questions:
1. Knowing that all media are "constructed" – made by people who make choices about what to include and how to present it.
2. Routinely asking: "Who made this and why?"
3. Routinely reflecting on the media we create by asking: "How might this message affect others?"

Goals for pupils

✓ **Learn** that we make meaning from the **combination** of pictures and words.
✓ **Understand** how a caption can change what we think a picture is communicating.
✓ **Begin to see** the power of your words, especially when combined with pictures you post.
✓ **Understand** how to be a responsible media maker.
✓ **Develop the habit** of asking "Who posted this and why?"

Let's talk

How can *words* change a picture?!
Pictures combined with words are a powerful way to communicate. Imagine a news photo of a house on fire. One caption says "Family loses house but everyone gets out safely, including the dog." That would be sad, and maybe scary, right? But what if the caption said, "Firefighters set empty house on fire so they could practise using new firefighting tools." You're still looking at a house on fire, but you have a very different idea about what's happening. You might even feel safe instead of scared.

Activity

Divide the class into small groups. Without revealing to pupils that you're handing out two different versions, give half the groups the handout with the positive caption and the other half the one with the negative caption.

Materials needed:
• See following page

1. Pictures + words
Take a look at the image. With your group, describe the person in the picture. What sort of person do you think they are? Do you think you'd like to spend time with them or be their teammate? Why or why not?

The evidence will quickly reveal that groups were looking at pictures with different captions. Have each group hold up their picture so the others can see the difference.

Finally, briefly discuss: What does this show about the power of words to shape our ideas?

2. Still not sure?
Take a look at some more examples (see '**How words can change a picture**' sheet)…

Think about what it would feel like to get or see a message that included one of the pictures with the negative caption. Seeing or hearing negative messages doesn't only hurt the person in the picture. It can make other people who see the picture uncomfortable too.

When you get the message or photo, what do you do? You always have a choice. You can…
• Choose not to share the picture with anyone else, or…
• Tell the sender that you would rather not get messages that are meant to hurt someone, or…
• Support the person in the picture by letting them know that you know it isn't true, or…
• All the above.

You could also send a positive message. Not an answer – just your own positive message. Seeing or hearing positive messages supports the person in the picture and can make others feel good and want to post their own positive messages.

3. Someone we all know
Teacher selects random photo from shuffled set of images of celebrities/YouTubers/ sports men and women that children know.

Practise creating different kinds of captions. First make up some captions that would make the person in the photo feel happy or proud. How many different captions can you think up?

Now let's talk about funny captions. Is there a difference between writing what's funny to you and what might be funny to the person in the photo? Is there a difference between a joke that's kind and funny to everyone, and a joke that makes fun of someone and is only "funny" to a few people?

Write some captions that are examples of what we discussed, then let's all pick a caption for each photo that's both funny and kind—not hurtful to the person in the photo.

Keep practicing using other pictures. Did you get any new ideas about kind things to say by looking at the captions that your classmates wrote?

4. Class collage
Create a collage of pictures of every person in your class, each with a kind caption written on it.

Summary

Captions can change what we think—and feel—about a picture and the messages we think we're getting. It's good to think or pause before posting pictures with captions, to consider how the whole thing might make others feel. And before accepting pictures and captions that others post, ask, "Who posted this and why?"

Be Internet Legends.

Extension

Share the short comic strip in which all the words have been deleted. Then working individually, fill in the thought/conversation bubbles to tell the story they see. Compare the results. Did everyone see the same story or write the same words? Why not? What does the experiment show about how we use words to provide context or understand what a picture's "saying"?
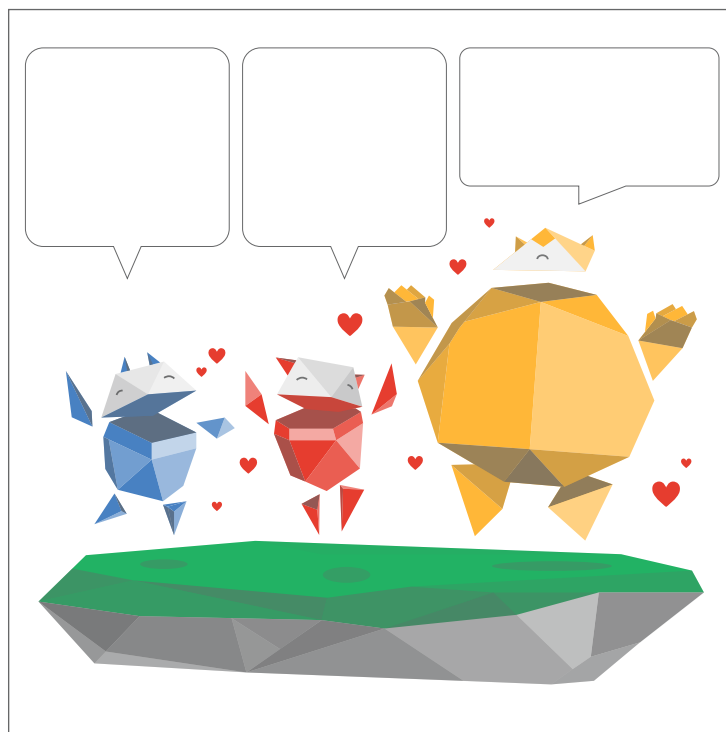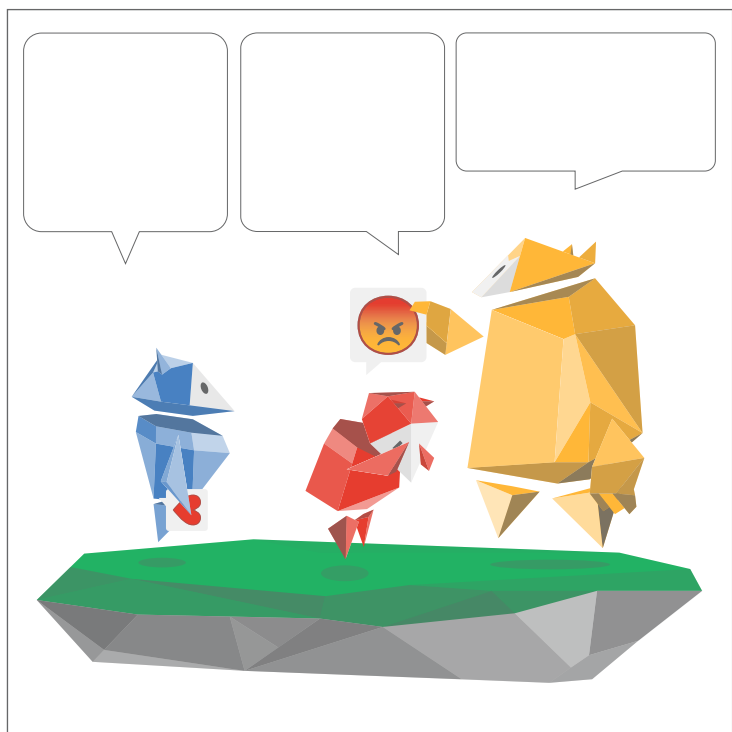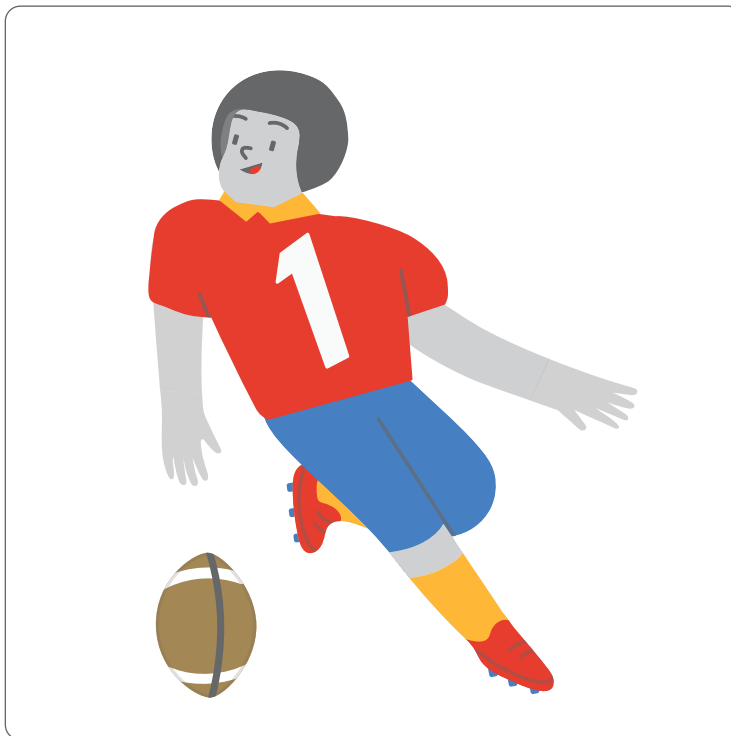
Sports images
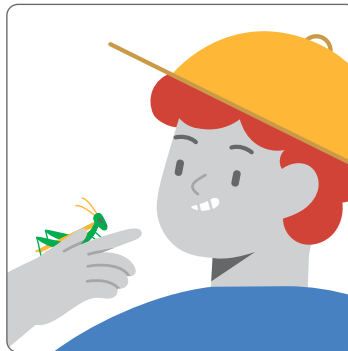

Brilliant!

Show Off!

Brilliant!

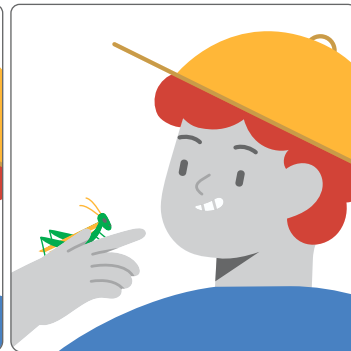
Show Off!

How words can change a picture

Original artwork wins first place.
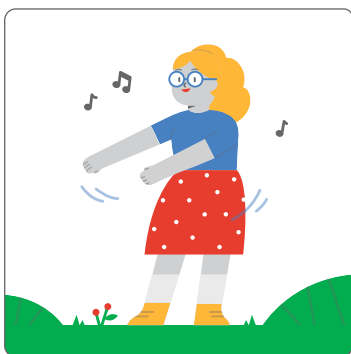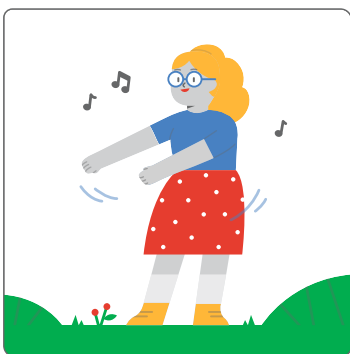

What a mess.
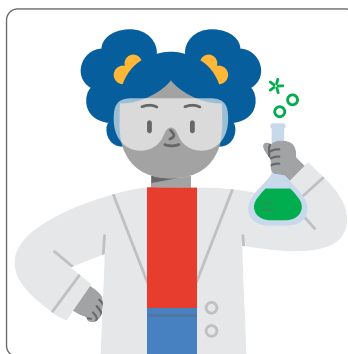

I discovered a new species in the world!

Mmmm, Dinner!

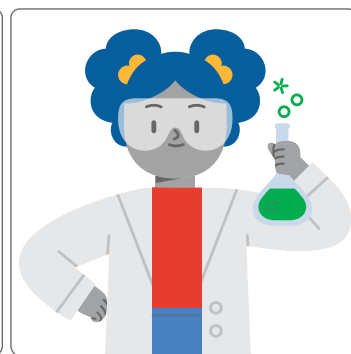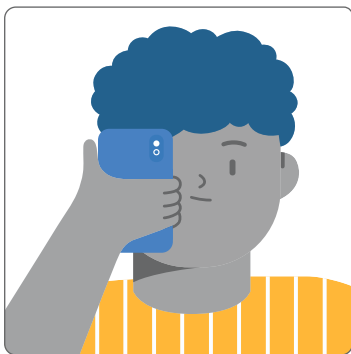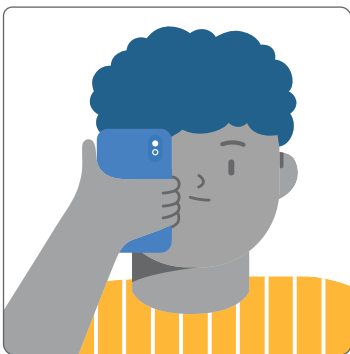

Nailed it!

Awkward - not even close!

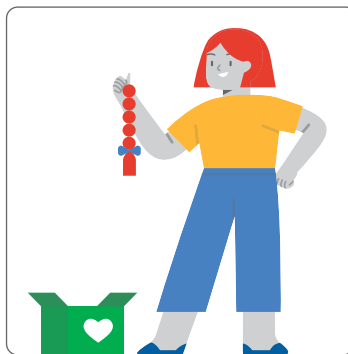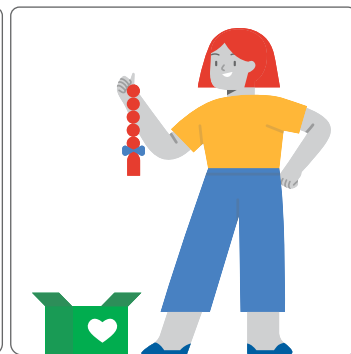Youngest scientist in the world!

Nerding out. #geek

Finally, my own phone!

Got my mam's rubbish old phone. :/

Grew my hair out and donated it to a cancer patient. <3

WORST. HAIRCUT. EVER!

Respect Each Other: Lesson 6

Interland: Kind Kingdom

Vibes of all kinds are contagious, for better or for worse. In the sunniest corner of town, cyberbullies are running amok, spreading negativity everywhere. Block and report the cyberbullies to stop their takeover and be kind to other Internauts to restore the peaceful nature of this land.

Open a web browser on your desktop or mobile device (e.g., tablet), visit **g.co/KindKingdom**, and navigate to the land called Kind Kingdom.

Discussion topics

Playing Kind Kingdom will get pupils thinking. Afterwards, use these questions to start a discussion of the game's themes.
• What scenario in Kind Kingdom do you relate to most and why?
• Describe a time when you've taken action to spread kindness to others online.
• In what situation would it be appropriate to block someone online?
• In what situation would it be appropriate to report someone's behaviour?
• Why do you think the character in Kind Kingdom is called a Cyberbully? Describe this character's qualities and how their actions affect the game.
• Does this game change the way you plan to behave towards others?

Discussion questions for younger years
• When would it be right to block someone online?
• When would it be right to tell someone about someone else's behaviour?
• Why do you think that the character in Kind Kingdom is called a Cyberbully?
• What's this character like? How does the Cyberbully's behaviour affect the game?

Notes
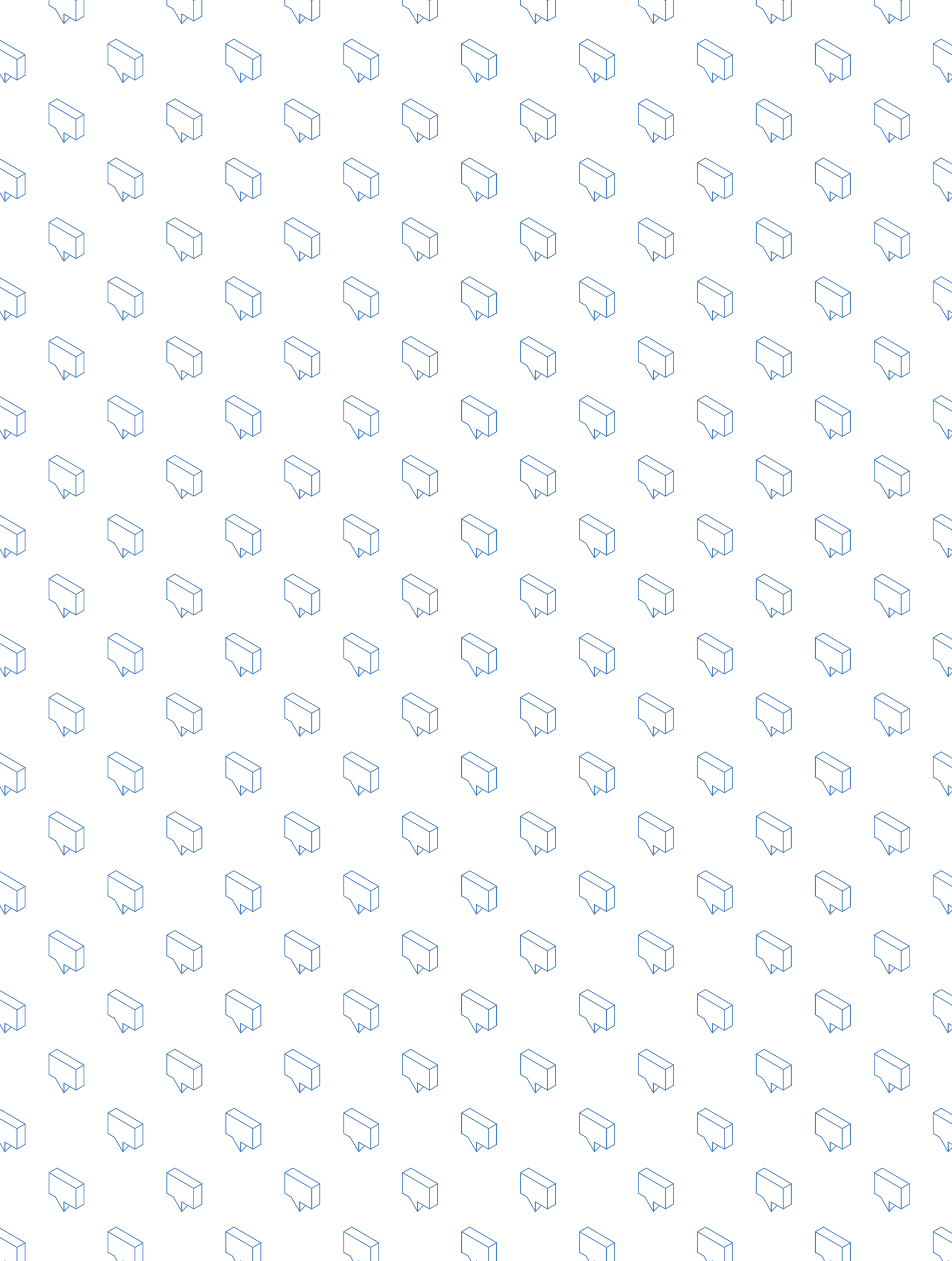
When in Doubt, Discuss

Defining and encouraging Internet Brave behaviour

Lesson overview

Lesson 1	**From bystanders to upstanders**	ML	**2nd–6th** class
Lesson 2	**Upstander options**	SEL	**2nd–6th** class
Lesson 3.1	**Seeing upsetting stuff (age 7-9)**		**2nd–3rd** class
Lesson 3.2	**Seeing upsetting stuff (age 9-11)**	SEL	**4th–6th** class
Lesson 4.1	**What to do about mean stuff online (age 7-9)**	SEL	**4th–6th** class
Lesson 4.2	**Handling mean stuff online (age 9-11)**	SEL	**4th–6th** class
Lesson 5	**When to get help**	SEL	**4th–6th** class
Lesson 6	**Report it online, too**		**2nd–6th** class

Themes

It's important that children understand they're not on their own when they see content online that makes them feel uncomfortable, especially if it looks like they or somebody else could get hurt. First, they should never hesitate to get help from someone they trust. Second, it's good for them to know they have options: There are different ways to be brave and take action.

Goals for pupils

- ✓ **Understand** what types of situations call for getting help or talking things out with a trusted adult.
- ✓ **Consider** what options there are for being brave and why bringing adults into the conversation is important.

When In Doubt, Discuss
Vocabulary

Lesson 1

Media: A tool for or means of communicating something (an idea, concept, message, information, etc.). Examples of media: TV, books, newspapers, the Internet, the side of a truck, a T-shirt – whatever has information on it, even just a logo.

Lesson 2

Cyberbully: The person doing the harassing or bullying; though sometimes called the "bully". Bullying prevention experts advise never to label people as such.

Bullying: Mean or cruel behaviour that's repeated and meant to hurt someone (physically, emotionally and or socially) who's more vulnerable than the cyberbully. Cyberbullying is the digital form of this behaviour.

Bystander: A witness to harassment or bullying who recognises the situation but chooses not to intervene.

Harassment: A word for many kinds of aggressive or nasty behaviour, it's a more general term than "bullying" and isn't necessarily repeated or aimed at someone more vulnerable.

Target: The person being bullied or victimised.

Lesson 4

Refusal skills: Skills children are taught to help them avoid unsafe online content or behaviour and understand that choosing to refuse what makes them uncomfortable is one form of self-respect.

Lesson 2 and 4

Trust: Strong belief that something or someone is reliable, truthful or able.

Lesson 2, 4 and 6

Report Abuse: Using a social media service's online tools or system to report harassment, bullying, threats and other harmful content that typically violates the service's Terms of Service or Community Standards.

Lesson 6

Courageous: Brave; not necessarily fearless, though, because people are especially brave when they're scared or nervous but take positive action anyway.

Student agency: A step beyond student voice, agency is the capacity to act or make change; including protecting or standing up for oneself and others; often seen as a necessary part of citizenship.

Be Internet Legends.

From bystanders to upstanders

Pupils practise identifying the four roles of a bullying incident (the person who bullies, the target of the bullying, the bystander and the helper) and things to do if they witness bullying.

Goals for pupils

✓ **Identify** situations of harassment or bullying online.
✓ **Evaluate** what it means to be a bystander or helper.
✓ **Learn** specific ways to respond to bullying when you see it.
✓ **Know** how to behave if you experience harassment.

Let's talk

Why does kindness matter?
It's important to remember that behind every screen name and online character or avatar there's a real person with real feelings, and it's good for us, them and everybody if we treat them as we would want to be treated. When bullying happens, there are usually four labels that describe how the people involved handle the situation.
• There's the aggressor, or person(s) doing the bullying.
• There's also someone being bullied – the target.
• There are witnesses to what's going on, usually called bystanders.
• There are witnesses to what's going on who try to help the target or turn things around. These people are called upstanders.

If you find yourself the target of bullying or other bad behaviour online, here are some things you can do:
If I'm the target, I can...
• Not respond
• Block the person
• Stand up for myself (but not retaliate, which can keep the negativity going)
• Report them – tell my parent, teacher, sibling or someone else I trust, and use the reporting tools in the app or service to report the post, comment or photo.

If you find yourself a bystander when harassment or bullying happens, you have the power to intervene and report cruel behaviour – online as well as offline. Sometimes bystanders don't try to stop the bullying or help the target. You can choose to support the target and take a stand for kindness and positivity, privately or publicly.
If I'm the bystander, I can help by...
• Finding a way to be kind to or support the person being targeted privately, in a phone call, text or direct message.
• Publicly supporting the target by saying something nice about them in response to a mean comment or post.
• In another kind of public support, getting some friends to create kind comments about the person being targeted (but nothing mean about the aggressor, because you're setting an example, not retaliating).

- Calling out the mean behaviour in a comment or reply like "That's not cool" (remember to call out the behaviour, not the person – if you feel comfortable and safe to do that).
- Deciding not to spread the drama by sharing, reposting or telling people about the mean post or comment.
- Reporting the harassment. Tell someone who can help, like a parent or teacher

Activity

Worksheet:
- "From bystanders to upstanders" (one each)

Answers for each scenario on the worksheet:

Scenario 1: B, U, B (because not helping the situation), H, H

Scenario 2: U, B, U, U

Scenario 3: U, U, B, B, U

Scenario 4: The answers are all yours!

Possible modification for 2nd and 3rd class: *There is a lot to take in on the worksheet so you might feel it best to have a whole class discussion. See if the class comes up with the right answers (below) before reading them out.*

1. Bystander or Helper?
After discussing the roles above, hand out the worksheet and allow 15 minutes to read the three scenarios and categorise each response (if time, create that fourth scenario together).

2. Helpers at school and online
Discuss the answers above. Explore whether they can tell you why it can be nice to have helpers around, at school and online.

3. Discuss
Were any of the responses were hard to categorise and why?

Summary

Whether standing up for others, reporting something hurtful, or ignoring something to keep it from spreading even more, you have a variety of strategies to choose from, depending on the situation. With a little kindness, anyone can make a huge difference in turning bad situations around.

From bystanders to upstanders

A bystander can use their kindness superpowers and help someone out who's being bullied. Below are 3 examples of online bullying or harassment. Each has a list of responses. There isn't just one right way to go (sometimes choosing to go with more than one can really help), but each choice below is about something either a bystander or an upstander would do. Read each one and decide which it is, then put a "B" for "bystander" or an "U" for "upstander" in the blank next to the response.

If there's time, have a class discussion about the ones that seemed to make it harder to decide and why. Another option: The pupils may think of a 4th scenario – maybe something that happened at your school. As a class you could come up with responses that involve helping or just witnessing.

Scenario 1

A friend of yours dropped her phone on the way out of school at the end of the day. Someone found it and sent a really mean message about another pupil to bunch of people on her football team, making it look like your friend sent the mean message!

The person who found your friend's phone and sent the message was impersonating her, and the person they targeted told your friend she was a terrible person, even though she wasn't the one who sent the mean message. No one knows who actually sent the mean message.

You...

☐ feel sad for your friend but do nothing because no one knows who did that mean thing to her.

☐ go and find the person the mean message was about, tell them it didn't come from your friend and ask them how they feel and whether you can help.

☐ spread the drama by sharing the mean message with other friends.

☐ and your friend get everybody on the football team to post compliments about the person who was targeted.

☐ and your friend anonymously report the incident to your headteacher, letting her know that everybody needs to be talking about good phone security.

Note to teacher: *Pupils may find this one challenging; it is. This is neither pure bystanding nor helping because it's likely making things worse. It may well be worth discussing.*

Scenario 2

Your teacher created a class blog for French lessons and gave the class the ability to write, edit and post comments. The next day she's out sick and the supply teacher doesn't notice that things are going wrong in the class blog – someone is posting really mean comments about one of the students in the class.

You...

☐ comment on the comments by saying things like, "This is so not cool" and "I am X's friend, and this is not true."

☐ ignore it until your teacher gets back.

☐ get other students to call out the mean comments or post compliments about the student being targeted.

☐ tell the supply teacher that mean behaviour is happening in the class blog, and they might want to let the teacher know.

Scenario 3

There's an online game that a group of your friends play a lot. Usually game chat is mostly about what's happening in the game. Sometimes it gets a little nasty, though that's usually more like friendly rivalry than anything really bad. But today, one player starts saying really nasty stuff about one of your friends who's playing, and they just won't stop. They even keep it up the next day.

You...

☐ call up your friend and tell them you don't like this any more than they do and ask them what they think you two should do.

☐ call everybody you know who plays with your group (making sure your friend knows you're doing this) to see if you can get everybody's agreement that it's time to call out the nastiness.

☐ decide to wait and see if the kid stops, then maybe do something.

☐ walk away from the game for a while.

☐ look for the game's community rules and if bullying isn't allowed, report the mean behaviour in the game's reporting system

☐ look for the game's community rules and if bullying isn't allowed, report the mean behaviour in the game's reporting system.

Scenario 4

Create a real-life scenario as a class, based on a situation one of you has heard about, then come up with both bystander and upstander responses to show you definitely know what you're talking about now!

When in Doubt, Discuss: Lesson 2

Upstander options

Often pupils want to help out a target of bullying but don't know what to do. This activity shows them that they have choices, offers examples and gives them an opportunity to create positive responses of their own.

Goals for pupils

✓ **See** that being a helper is a choice.
✓ **Learn** there are different ways to step in and be a helper in a specific situation.
✓ **Choose** how to respond using different options that feel safe and appropriate to you.
✓ **Create** your own response to the situation.

Let's talk

When you see someone being mean to another person online – making them feel embarrassed or left out, making fun of them, disrespecting them, hurting their feelings, etc. – you always have choices. First, you can choose to be an upstander instead of a bystander by helping the target. Second, if you choose to be an upstander, you have options for what kind of action you take.

The most important thing to know is that it can really help someone being targeted just to be heard if they feel bad – and to know that someone cares.

Not everybody feels comfortable standing up for others publicly, whether online or in the school dining hall. If you do, then go for it! You can...
• Call out the mean behaviour (not the person) right when it happens, saying it's not cool.
• Say something nice about the target later, in a post or comment.
• Get friends to compliment the target online too.
• Offline, you can invite the person to hang out with you in the playground or sit with you at lunch

If you don't feel comfortable helping out publicly, that's fine. You can also support the target privately. You can...
• Ask how they're doing in a text or DM (direct message).
• Say something kind or complimentary in an anonymous post, comment, or direct message (if you're using media that lets you stay anonymous).
• Talk to them quietly and tell them you're there for them if they want to talk after school or on the phone.
• Tell them you thought the mean behaviour was wrong and ask if they feel like talking about what happened.

No matter how you choose to be a helper, you also have both public and private options for reporting what you saw. This could mean reporting bullying behaviour via a website or app, or it could mean reporting what's going on to an adult who you know will make the situation better, especially for the target.

Activity

Materials needed:
- A whiteboard or flip chart
- Handout: "Helpers have options!"(one per pupil or one per group)
- Sticky notes for each group

Possible modification for 2nd and 3rd class: *The worksheet scenarios may be a bit too much reading for your pupils to do on their own in groups. So, you might read the scenarios to the class, then let the groups create their responses.*

In this activity, we're going to try out what it's like to be a helper, so let's assume our whole class has made the choice to help out the target.

1. Divide into groups of five pupils per group
Each group should pick one member to be a reader and one to be a writer.

2. Groups read and discuss the hurtful situations together
The three situations are provided in the worksheet on the next page.

While groups are discussing, the teacher divides the whiteboard or easel into two large spaces with the headlines "Public Support" and "Private Support."

3. Groups choose or create their two kinds of responses for each
Pupils can work with the sample responses in "Let's talk" or create their own.

4. Pupils post their choices to the board and read out loud to the whole class
The teacher can then facilitate a class discussion based on the choices the pupils made.

Summary

Lots of times when you see somebody being hurt or harassed, you want to help but you don't always know what to do. You now know many ways to help the target and that you definitely have options for supporting them in ways that you're comfortable with. You have the power to help people in a way that works for you!

Upstander options

Each group needs a reader and a writer.

The reader reads the first situation out loud and then the group spends time discussing each situation to decide how you'd support the target publicly and how you'd support them privately.

The writer writes the group's decisions on two sticky notes and sticks one note in the Public column and one note in the Private column on the whiteboard.

OR make up your own way to help the target.

Situation 1	Someone in another class posts a video of themselves singing a cover to a famous pop artist's song. People at your school start posting mean comments under the video. What do you do to support the pupil who posted the video? Work with some of the ideas on the previous page or agree on your group's own response.
Situation 2	Someone in your class sends another pupil a screenshot of a comment your friend posted and makes a nasty joke about it. The screenshot gets reposted and goes viral at school. What will you do to support the pupil whose comment was screenshotted and shared? Choose one of the ideas we just discussed as a class – or decide on your own response.
Situation 3	You find out that someone at your school created a fake social media account using another pupil's name and posts photos and memes that say mean things about other pupils, teachers, and the school. What do you decide to do to support the pupil who's being impersonated in this mean way? Consider the ideas on the previous page or come up with your own response.

Seeing upsetting stuff

Pupils learn that if they see pictures or videos that they find upsetting they should trust their feelings, refuse to watch more and talk about what they saw with an adult they trust.

If a younger child runs into upsetting content or communication online and reports that to you privately later, follow these steps, which are reflective of safeguarding procedures:
1. Thank them for telling you and reassure them that they did the right thing in coming to you.
2. Listen to their report and believe what they say. If you feel comfortable, you can gently ask for more details, but don't push. In this situation, your job is to listen, not be an investigator.
3. If the child indicates the content has been shared by an adult or that any inappropriate contact is involved, report what you've heard to a trusted adult, understanding the sensitivity of this information and the primary importance of caring for the child.
4. Follow your school's safeguarding procedure with reporting.

Goals for pupils

✓ **Recognise** upsetting content.
✓ **Understand** what to do when they encounter it.
✓ **Create a plan** for talking about what upset them with a trusted adult.

Let's talk

Looking at pictures or watching videos on a phone, tablet or computer can be a lot of fun.
• Who do you look at these things with?
• What are some of your favorite things to watch?
• How do you feel when you watch these?

Sometimes, pictures and videos aren't always fun to watch. Have you ever looked at something that was boring? Or confusing? Or scary?

Think about a time you felt really upset – any time you felt upset. You don't need to say what happened. Here are some examples of how our bodies can feel when we're upset:
• Hot face.
• Racing heart.
• Sweaty palms.
• Sick stomach.
• Fast breathing.

We've all experienced these feelings at some point. Have you ever seen a picture or video that's made you feel upset?

This lesson will help you know what to do if you see pictures or videos that make you feel upset.

If someone shows you a picture or video that makes you feel upset, you can refuse to watch. That's called growing your refusal skills, and that's important.

Discuss some words or phrases that can be used when you don't want to see or watch something. E.g. ("Please stop." "I don't like that." "I don't want to watch this.") Record ideas on the board.

Practise saying some of these phrases. Say them to your partner – what tone of voice and body language is best to use?

• What can make it hard to refuse? ("If the other person won't listen." "If they keep showing you similar things." "If you're afraid or embarrassed to refuse." "If the other person is older.")

Sometimes, you might accidentally see something upsetting when you're using a phone, tablet or computer by yourself.
• What should you do if you accidentally see something like this?
• What if somebody showed it to you?

If you can't or don't want to refuse, you can report what happened to an adult you trust. Adults will help take care of you and keep you safe.

Who are some adults you trust?

Now we're going to practise reporting to an adult.

Activity

Materials needed:
• Calm music
• Scenarios (next page)

Musical Reporting
1. Explain the rules to the class:
  A. "I'll read a scenario."
  B. "I'll play music for 30 seconds."
  C. "While the music is playing, walk around and think about what you'd say while reporting the scenario to an adult."
  D. "When the music stops, find a partner and practise reporting with them."

2. Choose a scenario and start the music.

3. Stop the music.

4. Listen to pupils as they practise. Choose one pair of pupils to demonstrate what they said for the class.

5. Call on a few other pupils at random to tell the class what they'd do in this situation.

6. Repeat steps 2–5 for other scenarios, as time allows.

Be Internet Legends.

Scenarios

Scenario 1: Someone shows you clips from a comedy show she thinks is funny, but it makes you uncomfortable.

Scenario 2: Your sibling shows you videos of car crashes. They think it's funny when you say "stop."

Scenario 3: One of your family members is always playing games with lots of shooting in them. You liked it at first, but it's starting to bother you.

Scenario 4: You're playing a game with a couple other people, and you see one of them being really mean to the other player.

Scenario 5: Your cousin's hanging out at your house and you're watching videos together. They start watching a video that has naked people in it.

Summary

You might see things in your life offline and online that make you uncomfortable. If you do not feel good about something you see, try and use your words to refuse them. Also, always report what you saw to an adult so they can help everyone stay safe.

When in Doubt, Discuss: Lesson 3.2

Seeing upsetting stuff

Pupils learn to identify inappropriate online content and strategies for refusing it. They also learn about reporting any content that suggests someone has or is about to hurt themselves or others.

A special note for teachers: *If during or after this lesson a pupil tells you about an instance of bullying, harassment, abuse, threats of violence or even suicidal ideation, that is usually a sign of trust, and it's very important that you honour that trust. Research suggests that pupils will often report sensitive information to an adult only one time. If that first report doesn't result in their feeling helped, pupils will not try again.*

If a pupil does report something serious to you, follow these steps, which are reflective of safeguarding procedures:
1. Thank the pupil for being so brave and let them know you will talk with them more privately as soon as possible.
2. Once you meet with them privately, thank them again and reassure them you will help keep them safe – or, if they're reporting about someone else – make sure that person gets the help they need.
3. Follow your school's safeguarding procedure with reporting.

Goals for pupils

- ✓ **Recognise** upsetting content
- ✓ **Understand** they can refuse to watch or engage with it
- ✓ **Learn** some strategies for refusing it
- ✓ **Practise** the strategies, including reporting to an adult

Let's talk

This lesson will help you handle situations where people do, say or show you things online that make you upset or scared.

Have you ever seen content, comments or behaviour online that made you upset – it could be text, photos or video.

Discuss the following:
"Something that upset me online was _."
On a piece of paper, write some examples that fill in the blank in this sentence on the board.
As pupils are writing, walk around and look at their answers. Ask a few pupils if they're willing to share their answers with the class.
You have the same right to feel as safe and comfortable online as you do here at school. You get to decide what you watch and who you talk with online. You can refuse to see anything that makes you upset. What this lesson is all about is growing your refusal skills – skills everybody needs to have.

What are some ways you can refuse upsetting things?

Pupils might come up with the following examples: "Turn off your device." "Delete things people send you." "Block or remove senders." "Tell them you don't like whatever it is."

Make sure they hear all of these options. Encourage pupils to share specifics of how they can refuse content on different platforms. This will also be a chance for you to learn more, for future discussions, about pupils' experiences online. To maximise trust and communication, try to remain judgement free.

Sometimes a person will keep doing things that upset you, or you'll still feel upset about something even after it's gone. Sometimes you might not know how to handle a situation—which is just fine. What could you do in this situation?

A good response is: "Get help from an adult I trust."

Remember, just because you refuse doesn't mean you can't also report the content or the behaviour. You can definitely do both.

If you need help and report what happened to an adult but they can't help you, what should you do? ("Find another adult to report to.")

I know reporting isn't always easy. Keep reporting until you find an adult who really helps you.

Think of some adults here at school you trust to help you.

Activity

Materials needed:
- Scenarios (next page)
- One piece of paper with the word "Refuse" on it
- Another piece of paper with the word "Report" on it.

1. **Place the two signs** on opposite sides of the room.

2. **Choose a scenario** from the list and read it to the class, or create a relevant scenario of your own.

3. **Ask pupils** to think about whether they'd refuse the scenario themselves or report what happened to an adult and ask for help.

4. **Pupils move** to the side of the room corresponding to what they'd do.

5. **Each group discusses** what they'd say or do when refusing or reporting and why.

6. **Have some pupils** to demonstrate reporting and refusing.

7. **Repeat** with another scenario, as time allows.

Scenarios

Scenario 1: A friend of yours keeps using bad language in chats.

Scenario 2: You keep seeing sexist statements in a comment thread.

Scenario 3: Someone makes fun of a photo you're in.

Scenario 4: Someone says something really racist about you.

Scenario 5: Someone asks you to send them a picture of you naked.

Scenario 6: You see a post saying someone is going to bring a gun to school.

Summary

You might see things online that are just plain scary – like someone saying they're going to do something that might hurt themselves or someone else. In these situations, tell an adult right away so they can help everyone stay safe.

Be Internet Legends.

What to do about mean stuff online

Pupils practise what to do the next time they see or hear something upsetting in a video, online game or TV show.

Goals for pupils

- ✓ **Understand** it's okay to feel scared or sad when you see something upsetting on (or off) a screen.
- ✓ **Know** they can refuse to watch upsetting things in a show, game or video.
- ✓ **Understand** how to refuse disturbing content.
- ✓ **Identify** who they can talk to if they see something upsetting.

Let's talk

Share some favourite TV programmes, streamers or YouTubers.

Discuss why they like these shows and the emotions they feel when they watch them.

Discuss that usually like to watch TV shows or videos because they're entertaining. Discuss what"entertaining" means.

When a show is entertaining, it makes you feel good and you enjoy watching it. Maybe it makes you laugh or you ust chill out whilst watching, or you're learning something new, or it's super exciting and you can't wait to see what happens next.

Sometimes a show might not be entertaining because people or animals are really getting hurt, someone's really mean or scary or something's making you feel nervous or sad.

Discuss videos or shows that they didn't think was entertaining and discuss why.

Today we're going to practise what you can do the next time you see or hear something upsetting on TV or the internet. Record these key ideas on a whiteboard or flip chart:
• If you're watching a TV show or video by yourself and you see or hear something upsetting, you can turn it off.
• If you're still upset after you turn it off, find an adult you trust to talk to about what you saw and how it made you feel.
• Who is a trusted adult you could talk to?
• If you're watching a TV show or online video with friends or family and you see or hear something upsetting, you can speak up and say how you feel.

Discuss what things you could do and record on the board under 'speak up'

If you speak up and someone keeps showing you things you don't like, you can always leave the room and tell a trusted adult.

Activity

Let's practise speaking up when you see or hear something upsetting on TV or in a game or video and talking to an adult you trust. [*Help pupils pair up.*]

I'm going to read a scenario, and you're going to take turns with your partner practising what you would do in that situation. Let's do the first one together.

Choose a scenario from the list below and have pupils work with their partners to decide how they would respond. After a few moments, call on volunteers to share. Continue working through the scenarios as time allows.

Scenarios

Scenario 1: You're watching an online video with a family member. The person in the video is using swear words and saying mean things that upset you. You decide to speak up. What do you say? [Turn and tell your partner what you would say.]

Scenario 2: You're watching a new TV show alone. You're halfway through the first episode when something really scary happens. Argh! You can't get it out of your mind, and now you're convinced it could happen to you. You decide to turn off the show and tell a trusted adult. [Turn and tell your partner who you would tell and what you would say.]

Scenario 3: You're watching online videos with your friends. One friend shows a video with naked people in it. You feel upset. You don't know how your friends feel, but you don't want to watch the video anymore. You decide to speak up. [Turn and tell a partner what you would say.]

Scenario 4: You're playing a multiplayer game online when you see one player intentionally messing up what other players are doing. Someone asks him to stop and he just laughs. [Turn and tell a partner what you would say.]

Scenario 5: Your cousins are playing video games with lots of shooting in them. There's lots of people getting hurt. You ask them to play something else, but they ignore you. [Turn and tell a partner what you would do.]

Scenario 6: You're at a friend's house and you overhear a news story on TV that makes you feel really sad. When you get home, you decide to talk to a grown-up you trust. [Turn and tell your partner who you would tell and what you would say.]

Summary

If a game, video or TV show makes you feel upset, it's okay not to watch it. Now you know how:
• If you're alone, turn it off.
• If you're still upset, talk to an adult you trust.
• If someone is showing it to you, speak up and say how you feel.
• If you speak up and they keep showing it to you, just leave and/or tell that person you trust.

When in Doubt, Discuss: Lesson 4.2

Handling mean stuff online

Pupils learn that behaviour, kind or mean, is just behaviour – whether online or offline. They explore ways to handle the mean kind so they can avoid contributing to the drama and escalating conflict.

Goals for pupils

✓ **Recognise** how mean behaviour online can lead to conflicts at school.
✓ **Identify** ways to avoid escalating conflicts online.

Let's talk

What are some reasons people act nastily to each other online? ("Gossip." "Disrespect." "Misunderstandings." "Being mean.")

People can get into conflicts online for a lot of different reasons. We can avoid a lot of nastiness just by trying to show kindness to others or just not getting involved. Sometimes it's a spill over from something that happened at school. Other times, though, people just say or do mean things out of the blue. Snap your fingers if you've ever seen or heard of someone doing any of these mean things: [*Note snaps.*]
• Posting disrespectful comments on photos or videos
• Spreading gossip or lies about someone else
• Pretending to be someone else in order to get them in trouble
• Name calling
• Using racist or homophobic language

Raise your hand if anyone's ever been mean to **you** online. [*Note the number of hands.*]
• How might you feel if someone said or did something mean to you online? ("Angry." "Furious." "Sad." "Upset.")
• Do you think you'd ever be tempted to get back at them? ("Yes." "No.")

It's natural to feel angry when you think someone's done something mean. The urge to get back at them can be very strong. Think about what the consequences might be for trying to get back at someone. [*Give pupils time to think.*] Turn and tell your neighbour your ideas. [*After a minute, call on a few pupils at random to report.*] ("Start a big fight." "Drama." "Get lots of people involved." "Get in trouble.")

Responding to nasty behaviour with more nasty behaviour is a common way conflicts start or spread online. What are some other ways you could respond to nasty behaviour that wouldn't cause a conflict? ("Ignore it." "Tell the person to stop." "Block or remove the person.")

When you're angry or upset, it can be easy to say or do something nasty to the other person. It's important to calm down before you do anything else. One strategy for calming down is taking a few slow, deep breaths.

Have the class practise taking a few slow, deep breaths together.

What are some other strategies you've used to calm down when you're angry or upset? ("Count backwards." "Tell myself not to worry." "Think about something happy.")

How would you feel if you saw someone being mean to someone else online? ("Mad." "Worried it could happen to me." "Upset." "Amused.")

• When people who see nasty behaviour don't say anything, or they laugh or join in, what happens? ("They're encouraging more nasty behaviour." "They're making people feel unwelcome." "They're being mean themselves.")

• When people stand up to nasty behaviour, what can happen? ("People will realise it's not okay." "People will be kinder and more respectful.")

Snap your fingers if you've ever helped someone who was being treated nastily?
[*Note the number of snaps. Call on a few pupils to tell their stories of helping others.*]
How does it feel to help someone? ("It feels good.")

What should you do if you don't feel comfortable or safe standing up to nasty behaviour you see? ("Get help from an adult.")

Now we're going to practise ways to respond to nasty behaviour we see online.

Activity

Materials needed:
• Worksheet: 'Handling mean stuff online' (one per group of 3–4 pupils)

1. Get pupils in groups of 3–4 and give each group a worksheet.

2. Each group completes Section A.

3. Get groups to swap worksheets.

4. Each group completes Section B of their new worksheet.

5. Each group to shares with the class what they came up with.

Summary

When you come across unkind behaviour online, it's important to respond appropriately. If you try to get back by responding with unkind behaviour of your own, you can start a conflict or make something that started at school even worse – online or at school. If you take a moment to calm down and then respond in another way, you can avoid conflict.

If someone ever keeps being unkind to you and you don't know how to make them stop, you should get help from an adult.

Handling mean stuff online

Section A

Write down one situation you might encounter where someone is being mean online.

_____

_____

_____

Section B

How would you respond if this happened to you?

_____

_____

_____

Why would you respond this way?

_____

_____

_____

How would you respond if you saw this happening to someone else?

_____

_____

_____

Why would you respond this way?

_____

_____

_____

When in Doubt, Discuss: Lesson 5.1

When to get help

One piece of advice that appears consistently throughout these lessons is: If pupils come across something that makes them feel uncomfortable or worse, encourage them to report it – be brave and talk to someone they trust who can help, including you, the headteacher, or a parent. Pupils should pick this up from any one of the lessons but, just to be sure, here's a class discussion focused specifically on the "when in doubt, talk it out" principle. Below you'll find a list of situations in which talking it out can really help.

Important notes for teachers:

1. *Children have been taught or conditioned not to 'tell tales' for so many generations that it has become a social norm, and bullying prevention experts have been working hard to help children understand the difference between "telling" and getting help.*

   Help pupils see that seeking support when hurtful things happen online is not "telling"; it's about getting help for themselves or peers when people are getting hurt.

2. *Fostering open communication in your classroom and reminding pupils that you're always there for backup, supports pupils' agency and appropriate reporting.*

3. *In the discussion below, any time a pupil shares about times they sought adult help, be sure the tone of the conversation is one that makes them feel proud and brave to have taken action, especially since they're speaking up in front of peers.*

Goals for pupils

- ✓ **Recognise** that seeking help for oneself or others is a sign of strength.
- ✓ **Think out loud together** about situations where talking it out can really help.

Let's talk

Here's a list of situations you might run into online. We may not get through them all, because I hope you'll raise your hands when something on the list reminds you of a situation you've been in and what you did about it, so we can talk those situations out together.

Activity

Have a read over the scenarios below to complete the activity.

Materials needed:

- Handout (select based on age, one per pupil):
- Scenarios for ages 7-9
- Scenarios for ages 9-11

Note to school leaders: *Having a student council or peer mentoring group in your school to support younger pupils about online situations like these can be a very effective way to teach, engage and empower younger children. If you already have a peer mentoring group at your school, have the mentors walk through the above scenarios with younger pupils and share their own experiences in navigating them.*

Summary

It may not always **seem** like it, but being able to ask for help when you're not sure what to do is a brave thing to do. If it's to help you or someone heal something hurtful or stop harm from happening, it's both sharp and courageous.

When to get help Scenarios for ages 7-9

1. Read the list of scenarios to yourselves. While you do, think about whether any of them happened to you, whether you wanted to ask an adult for help in any of them, and if you did or not.

2. Raise your hand if you want to tell us what you did (or didn't do) and why. If someone already picked one, see if you have a different one we can talk about.

3. Let's discuss these scenarios.

Scenarios

Scenario 1: You need help remembering a password.

Scenario 2: Another gamer really likes your skin and offers to pay you game money for it – how do you decide?

Scenario 3: You see some really mean behaviour in a video and aren't sure what to do about it.

Scenario 4: Another gamer asks you how old you are and where you live – do you tell them?

Scenario 5: A friend shows you a video that's really violent – someone gets hurt in it. What do you do?

Scenario 6: You want to do something about a comment you see online that's super mean. What do you do?

Scenario 7: Someone on the playground starts making fun of another child because they don't have a phone, and he/she is really sad. What do you do about that?

Scenario 8: You're watching a video of cartoon characters and all of a sudden something really scary pops up in the middle of it.

When to get help Scenarios for ages 9-11

1. Read the list of scenarios to yourselves. While you do, think about whether any of them happened to you, whether you wanted to ask an adult for help in any of them, and if you did or not.

2. Raise your hand if you want to tell us what you did (or didn't do) and why. If someone already picked one, see if you have a different one we can talk about.

3. Let's discuss these scenarios.

Scenarios

Scenario 1: You have this feeling someone hacked into your account. What can you do to take back control?

Scenario 2: You're unsure if something was a scam and think you might have fallen for one.

Scenario 3: Another gamer starts asking you stuff that has nothing to do with the game and it's kind of cringey – do you answer them?

Scenario 4: You see someone being really racist in game chat.

Scenario 5: You're concerned you may have shared something online you shouldn't have.

Scenario 6: You saw someone threatening to start a fight or harm someone.

Scenario 7: Someone is posting really bad stuff about themselves online, and it makes you worry about them.

When in Doubt, Discuss: Lesson 6

Report it online, too

Using a school device to demonstrate where to go to report inappropriate content and behaviour in apps, the class considers various types of content, decides whether to report it, and talks about why – or why not.

Goals for pupils

- ✓ **Know** about apps' and services' community standards, or terms of service.
- ✓ **Be aware** of online tools for reporting abuse.
- ✓ **Consider** when to use them.
- ✓ **Talk about** why and when to report the abuse.

Let's talk

When meanness and other inappropriate content turns up online, people have options for taking action. In the last activity we talked about the most important one: talking it out with someone you trust. That can help you figure out the best ways to help. Another option is to report it to the app or service where you find it, which can help get the content deleted. It's important to get used to checking apps' terms of service or community rules and using their reporting tools.

Pupils should get into the habit of taking a screenshot of a conversation or activity that's harmful or suspicious before using blocking and reporting tools (which could make a record of the activity go away). This ensures that trusted adults can see what happened and help resolve this situation.

Activity

Materials needed:

• Worksheet: "Report it online, too" (one per pupil)

1. Look for community rules. Together, find the terms of service in at least 3 school-related accounts and look for a rule about harassment or bullying.

2. Figure out how to report a problem. Find the app or site tools for reporting inappropriate content or behaviour. (If there's only one device or computer in the room, have groups of pupils take turns at that screen.)

3. Go through the scenarios. Everyone sits down and, as a class, goes through the situations on the worksheet on the next page.

4. Would you report it? Ask pupils to raise their hands if they would report the content; then ask them to raise their hands if they wouldn't report it.

5. If so, why? Ask someone who would report it to tell the class why, and ask someone who wouldn't report it to do the same.

Note: Seldom is there just one right answer or approach. Make sure everybody knows this before class discussion begins.

Summary

Most apps and services have tools for reporting and/or blocking inappropriate content, and it can help the people involved, their community, and the platforms themselves if we use those tools. Before blocking or reporting inappropriate content, it's always wise to take a screenshot so that you have a record of the situation.

Report it online, too

Read each scenario below and decide if you'd report it in the app or service where you found it. Pupils share why they would or wouldn't report it, then discuss choices as a class. (Everybody should know that there is seldom one right choice to make, which is why discussion is helpful. No one should feel bad about what they chose to do. Even adults don't always know when or how to report.)

Situation 1

Another pupil posts a group photo in a public account, and you hate the way you look in it. Would you report that photo or not? If you know who posted it, would you talk with the person and ask them to take it down? How can you respond?

Situation 2

Someone creates an account of a pupil you know, using their name and photo. They turned the photo into a meme and drew a moustache and other weird facial features on it – turning the photo into a joke. Would you report the account?

Situation 3

Someone posts lots of mean comments about a pupil in your school without using their name, but you have a feeling you know who it is. Would you report those comments or not? And, if you would, how?

Situation 4

A pupil creates an account with your school's name in the screen name and posts other pupils' photos with comments that everybody hears about. Some of the comments are mean, some are compliments. Do you report the mean comments, the whole account, or both?

Situation 5

One night, you notice that a pupil has made a comment online saying they're going to fight with another pupil in the dinner hall the next day. Do you report that comment online or not? Do you report it to a teacher or head teacher the next morning or not? Both?

Situation 6

You're watching a cartoon video and all of a sudden there's some weird content in it that's definitely not appropriate for kids and makes you feel uncomfortable. Do you report it or not?

Situation 7

You're playing an online game with friends and someone none of the players knows starts chatting with you. They're not being mean or anything, but you don't know them. Do you ignore them or report them?