



Safer
Internet
Day 2021



UK Safer
Internet
Centre

Delivery notes

These activities are designed to support the Lesson Plan and Assembly also included in the Education Pack for 7-11s.

Each activity suggests an ideal group size that it will work best with, but you are welcome to adapt any activity to suit your needs.



Each activity is presented as follows:

Slide 'A': Instructions for educator



Slide 'B': Instructions/visual support for learners

Slide 'C': Printable resources to support activity (if required)



Before delivering any activities, you could skip or hide this slide, as well as any other slides that are unnecessary.





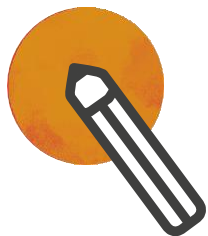
Safer
Internet
Day 2021



An internet we trust

Exploring reliability in the online world

Activity Menu
for ages 7-11



Activity name		Group size	Time required
<u>Social Media Campaign</u>	Join the national social media campaign to raise awareness of Safer Internet Day 2021	Any	As long as you have
<u>Spreading The Word</u>	Invite parents/carers or other members of the community into your school/ setting to join in the celebrations	Any	As long as you have
<u>Have Your Say</u>	A fun way for learners to involve parents/carers and reflect on what they've learnt from 'Detective Digiduck' and Safer Internet Day too	Any	As long as you have
<u>Internet Detectives</u>	A fun way for learners to recognise and use important critical thinking skills	Any	Ongoing - 10 mins for explanation
<u>Safer Internet Day Films</u>	Use the Safer Internet Day Films to generate discussion about this year's theme	Any	10 minutes
<u>Online Choices Compass</u>	Encourage discussion with this scenario based activity	Small groups/ group of 30	20/30 minutes
<u>Feelings</u>	Spark discussion surrounding the different feelings that may be encountered with this years theme. An optional role play activity too	Small groups/ group of 30	15 minutes discussion 15 minutes role play
<u>Jargon Buster</u>	A definition matching activity linked to this year's theme	Small groups/ group of 30	20/30 minutes
<u>See It From Both Sides</u>	An opportunity for learners to debate statements around this years theme	Small groups/ group of 30	20/30 minutes
<u>The Bigger Picture</u>	Look at reliability and context of images online with this fun puzzle activity	Small groups/ group of 30	10/15 minutes
<u>Two Truths and A Lie</u>	Encourage learners to think of ways to help them decide if something is true or not online with this quick activity	Small groups/ group of 30	10/15 minutes



- ✓ Works best with:
Any group size
- 🕒 Timing:
As long as you have!

Social Media Campaign

Why not get involved in the social media campaign for Safer Internet Day by sharing what you are doing on the day? Post photos and share what you are doing, adding your voice to the biggest global social media campaign about the safe and positive use of technology. Make sure you include **#SaferInternetDay #AnInternetWeTrust @UK_SIC**

Visit www.saferinternetday.org.uk for more information about other social media activities you can get involved with.

Any photos shared on social media using the above hashtags may be retweeted by the UK Safer Internet Centre to our followers and is a great way to get your school/organisation's message seen by a wide audience. Only photos sent from official school/organisation accounts will be reshared.

Important: Please ensure that you have the appropriate media consent from parents for any children appearing in photos. Why not take this opportunity to model best practice for learners by asking their permission too?





✓ Works best with:
Any group size

🕒 Timing:
As long as you have!

Spreading The Word

Get everyone involved in Safer Internet Day by reaching out to parents/carers or other members of the community in your school/organisation celebrations.

You could use some of the other activities included in this pack for learners to complete with their parents/carers or ask learners to think of a way of involving other children, staff, parents, governors or your wider community. They may wish to create posters, send information home in newsletters or organise an event.

Older learners could offer top tips. A member of staff could host a presentation or send out information on relevant online safety topics. See the Parents and Carers Pack for further ideas.





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- ✓ Works best with:
Any group size
 - 🕒 Timing:
As long as you have!

Have Your Say

Use an online voting tool such as [mentimeter.com](https://www.mentimeter.com) to share a few of the following key questions around the theme of trust online. Learners can use devices (e.g. school tablets) to answer the questions. Ensure learners know beforehand that their answers will be visible on screen. Lead a group discussion around the answers and how they represent the theme. These could be saved and used as a display in your school/organisation.

Note to educators: *This would work well for distance or remote learning.*

Alternative: Place questions around the school/building for the learners to discuss and answer using sticky notes or answer boxes.

Key questions:

- Is it okay that we see adverts online? Why?
- How else can people be influenced by what they see online?
- How can inaccurate information spread online?
- What sort of things do people get confused or persuaded by?
- How do people make themselves look different online?
- How do you know who you can trust online?





✓ Works best with:
Any group size

🕒 Timing:
**Ongoing – 10 minutes
for explanation**

Internet Detectives

Print one of the 'Detective' sheets for each learner (Slide 8). Learners could keep these safe in their classroom/setting, or they could be used as a display. Each learner becomes a detective to see how many of the activities they can complete on their card. When each learner experiences or carries out an online action on the sheet, they can cross it off/colour it in.

Note to educators: This would work well as an independent or home learning activity.





Detective



Name _____

Find a fact you
didn't know before
(Remember to make
sure it's reliable!)

Think about how being
online is making you
feel and tell someone
you trust

Check 3 sources to
see if something is
reliable/true

Find an article or
video online where
a person is giving
their opinion

Share something
useful online to
friends/family

Use a search
engine and spot the
sponsored results

Laugh out loud at
something online

Find an image which
has been edited

Spend some time
researching a topic
you're interested in with
an adult you trust



✓ Works best with:
Any group size

🕒 Timing:
10 minutes

Safer Internet Day Films

Watch the Safer Internet Day film for 7-11 year olds. Discuss the themes mentioned in the film about online trust, and work through the questions included with the film.

Extension: Ask learners to write down three things they have learnt, two questions they have and one thing they already knew.

saferinternet.org.uk/films





✓ Works best with:
**Small groups/
a group of 30**

🕒 Timing:
20/30 minutes

Online Choices Compass

Print off the compass points (Slides 12-14) and put them up around the room. Read aloud each scenario (Slide 11) and ask learners to move to the point which best suits how they feel about it. Discuss their reactions to the scenarios, any methods they already use for questioning what to trust online, and strategies for seeking help. Remind them of the importance of speaking to an adult if something ever worries or upsets them online.

You could add your own scenarios to target issues relevant to your learners.

Alternative: Print off the scenarios and compass points and ask learners to sort them by placing the scenario under the compass point that best suits how they feel about it.

Extension: Make your students the experts! Use the scenarios in this activity, or ones you have created, and ask learners to write a short letter of advice for the person in the scenario.





Online Choices Compass

Scenario 1

You share a link with your friends to a website which has information that could upset people or cause offense.

Scenario 2

Someone in your class shares an article that you know is not true. You decide to message them privately and let them know.

Scenario 3

You have been chatting to someone online for a while and they start to ask you personal questions like what school you go to.

Scenario 4

Someone in your class shares something online that you know is not true. You decide to call them out publicly on their post.

Scenario 5

You are playing an online game and a pop up appears. It tells you that you have won lots of money. All you must do is click on it.

That's okay.

**That's not
okay.**



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**It's okay
if no-one
finds out.**

**I'm not sure
about this.**



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It depends.



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- ✓ Works best with:
**Small groups/
a group of 30**
 - 🕒 Timing:
**15 minutes or 30 minutes
if doing the role play
activity**



Feelings

Ask learners: Why is it important to talk to someone you trust when you are worried about something online?

Possible answers: to help you solve the situation, to get advice and support, to make sure that going online is a positive experience etc.

Ask learners to think how the scenarios on Slide 16 would make the person feel and discuss each one as a group.

Extension: Ask learners to work in pairs or small groups and assign them a scenario. Ask each group to think about what the person could do in this situation and to create a role play of them doing this. Ask each group to share their role play with the rest of the group.

For example, for Scenario 2, learners may act out the feelings involved with seeing these types of images, speaking to a friend, the friend saying “let’s go and speak to an adult together,” and the adult reassuring them.



Feelings



1. Sami watches a video of an amazing trick shot. They try to do it themselves but just can't get it right.

2. Joe is noticing that lots of the people he sees online do not look like him, they all seem to be so 'perfect'.

3. Mae receives a message that says you should share it with five friends or get bad luck. When Mae shares it, her friends all laugh at her for believing it.

4. Mani keeps receiving lots of private messages online from very long and odd-looking usernames. He is not sure who these people are.

5. Charlie sees some exciting news about a new game being released and sends it to her friends. One of them replies explaining that it's not real.



✓ Works best with:
**Small groups/
a group of 30**

🕒 Timing:
20/30 minutes

Jargon Buster

Provide learners with a copy of Slide 18. Ask learners if they have seen or heard any of the words listed on the left before. If so, where did they see/hear them? Do they know what they mean?

Challenge them to match up the key words with the correct definition by drawing arrows to each one. Finish by asking learners what they could do if they see a word online which they don't understand.

Select the words that suit your learners best, and discuss any outstanding words as a group. Words have been differentiated by colour on the answer Slide (19). (Yellow – lower literacy level, blue – medium, purple – higher.)

Alternative: Learners play 'Memory Match Up'. Cut out the key words and definitions as cards. Each learner chooses two cards and turns them face up. If they match, then that learner wins the pair. If they don't match, they are turned face down again, and the turn passes on to the next learner until all cards are matched.

Alternative: Learners match the key words and definitions by colouring each one with the relevant matching colour.



Advert

Something or someone you can trust

Pop-up

A paid message that tries to get you to buy something, or put forward a certain opinion

Trick

Facts or details about something

Reliable

Messages or pages that suddenly appear on your screen. These are often adverts and can take you to other sites

Information

A joke or prank towards someone to catch them out or mislead them

Sponsored

A person or site pretending to be something official to get someone's personal details

Phishing

The power to cause an effect on someone else

Hoax

Something fake presented as real to trick someone

Influence

A promotion that is paid for by an advertiser and shared by another brand or influencer

Sceptical

Not being sure if something is true/reliable

Misinformation

Incorrect information shared on purpose to deliberately mislead

Disinformation

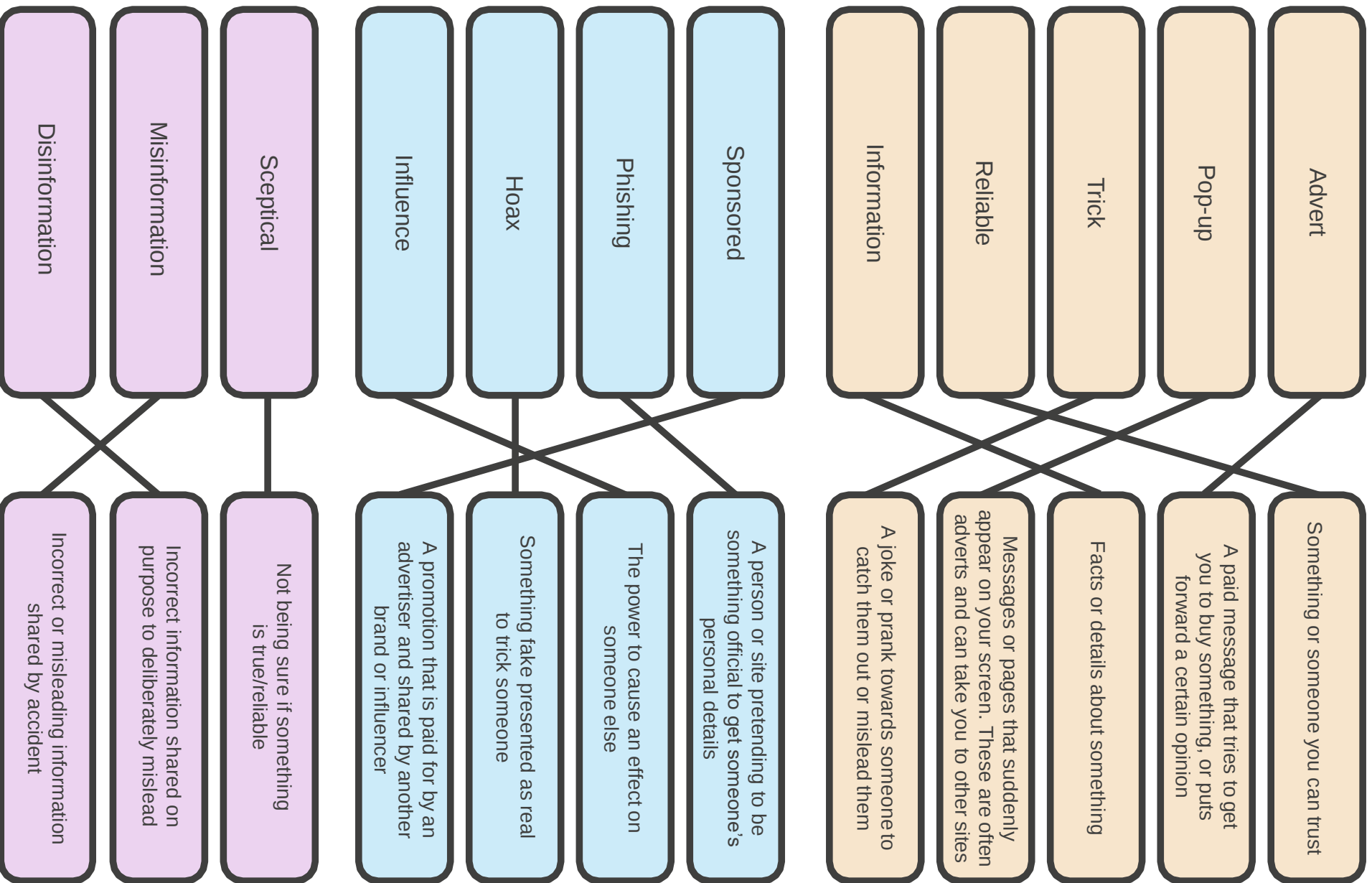
Incorrect or misleading information shared by accident



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Jargon Buster (Answers)





✓ Works best with:
**Small groups/
a group of 30**

🕒 Timing:
15/20 minutes

See It From Both Sides

Display one of the statements on Slide 21 and ask learners to debate for or against it. You could split the group in half and have one half of the room arguing for, and the other half arguing against. Or you could ask learners the following questions:

Who agrees with the statement? Why?

Who disagrees with the statement? Why?

Discuss each learner's viewpoint with the rest of the group. If you have time you may want to stage more than one discussion.





See It From Both Sides

The more times something has been shared online the more believable it is.

If you see something untrustworthy online, you should share it with your friends so they know it's not true.

“Seeing is believing” – if you can see photos or video evidence of something online, then it's more likely to be trustworthy.





✓ Works best with:
**Small groups/
a group of 30**

🕒 Timing:
10/15 minutes

The Bigger Picture

Show the top right puzzle piece of the image on Slide 23. (Show this Slide in Slideshow mode and it will introduce a new piece on each click).

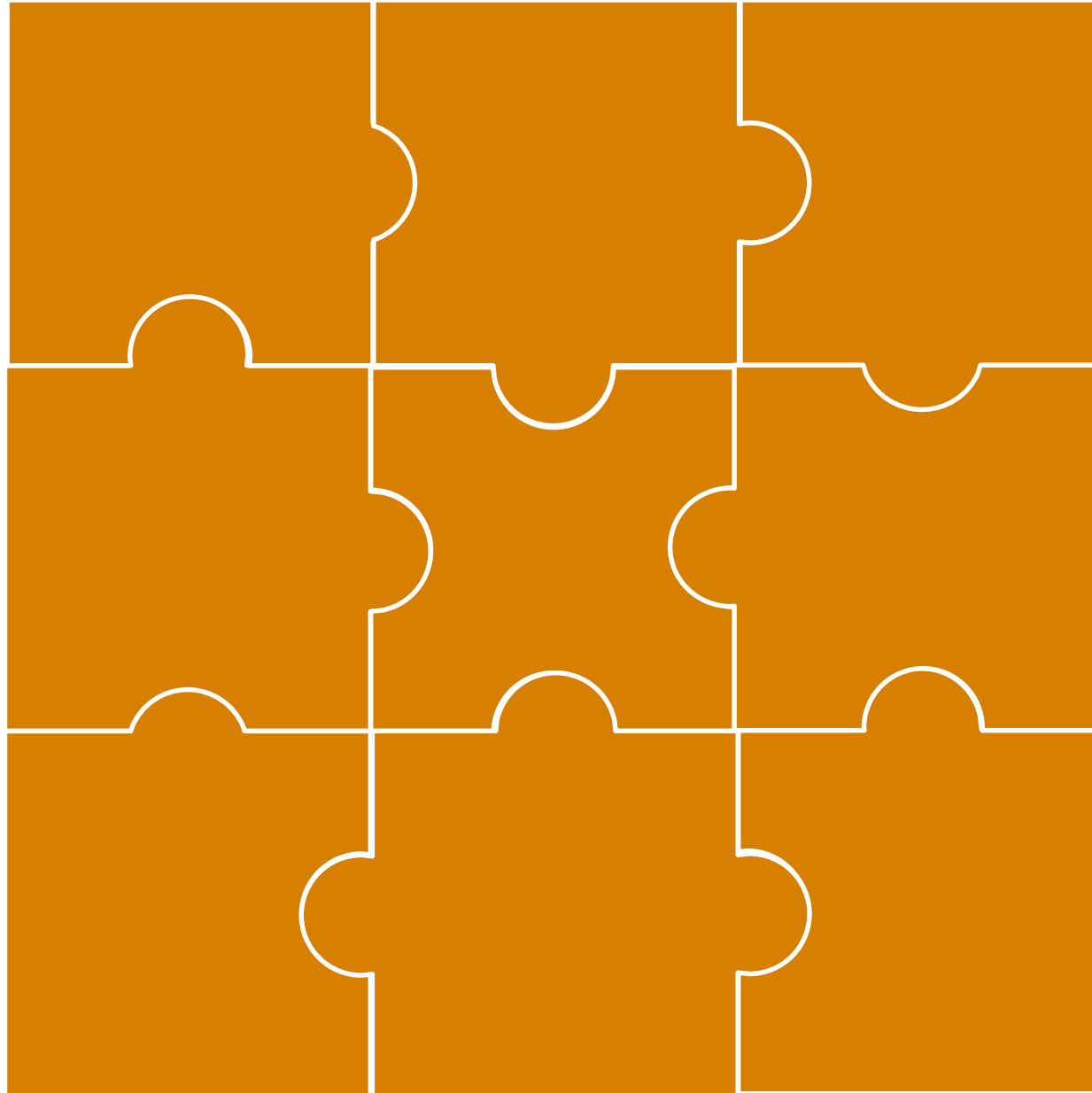
Ask learners what they think is happening in the image. Add more to the image piece by piece. As more is revealed, learners may need to change their ideas about what is happening in the image.

At first they may think it is two people balancing on a tower, but by the last piece they will realise it is actually an optical illusion. This activity is designed to prompt discussions around reliability and the importance of context.





The Bigger Picture





✓ Works best with:
**Small groups/
a group of 30**

🕒 Timing:
10/15 minutes

Two Truths and A Lie

Ask learners to think of two truths and a lie about themselves. Learners take it in turns to say their three statements to the rest of the group, who need to work together to guess which is the false statement.

Ask learners to reflect on how they decided, or knew, which statement was false.

Afterwards, discuss how when we're online, extra clues like facial expressions or tone of voice, aren't always visible, which can make it more difficult, and more important to stop and check.

We may also see some things online which are true and some which are false, but just like in the game there are things we can do to try and help us decide. E.g. think about what you already know, look out for things that are unrealistic, seem too good to be true, or don't make sense, etc..

If all else fails - look it up, or ask someone. (This would be cheating in the game, but is a great idea if you're online!)





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Tuesday
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saferinternetday.org.uk



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