

Target Audience

Key Stage 2

Lesson Aim

Pupils will explore how people communicate online and the impact of their words on other people's feelings. They will consider what may drive someone to send an unkind message and how easy it is for a joke to be taken out of context, particularly focusing on hate speech. Pupils will be encouraged to generate their own set of Digital Rights which they believe could make for a better internet. They will then be able to rank the rights in order from least to most important and discuss what we can actually do to make them a reality online.

Lesson objectives

- To understand that it is not acceptable to post hurtful comments online
- To consider how we could make the internet a better place
- To know how to take positive action if they see hurtful comments posted online

Timing: 60 minutes	Key Vocabulary: emotion, reaction, internet, posts, rules, digital, future
Preparation: Print off reaction cards and stick them up around the room.	Organisation: The children will be working in groups of 3 or 4 but will come together as a whole class for the initial discussions.
Resources:	
<ul style="list-style-type: none"> • Reaction compass - to print out • Diamond 9 sheet (one per group of 3-4 children) • Plain white stickers or post-its (one per child) 	

Lesson Outline

60 minutes

Starter	Internet Highs and Woes	10 minutes
Activity 1	Reaction Compass	15 minutes
Activity 2	My Digital Rights	30 minutes
Plenary	My Wish for a Better Internet	5 minutes
Extension	School Survey	Extension time

Lesson

Starter

Internet Highs and Woes

Start off by asking the children to talk to the person next to them about what they love to do online. You may want to start by sharing with them some examples, eg you may like to play games, watch funny videos or find things out about your favourite footballer or TV show. Ask the children to feedback as a whole group perhaps sharing what their partner enjoys about the internet.

Now ask the children to discuss what worries them about the internet. Again ask children to feed these back. You may wish to spend a few moments discussing some of their worries or recording them to revisit at a later stage.

Activity 1

Reaction Compass (Appendix 1a and 1b)

Explain to the children that you will now be showing them some things which have been posted online and they need to go and stand next to the emotion they feel when they see it.

Discuss with the children how it makes them feel and whether they think the post is kind to the person it has been sent to.

Why would someone send a message like this?

Could it make that person feel bad? Why?

Is the person who is sending it joking? Can we always tell?

The final example is one that they are likely to think is hurtful or upsetting. Ask the children what you would do in this situation and discuss next steps.

Please note:

Great care has been taken to provide example messages that are very general in nature and not specifically targeted at any one group or individual.

However, if you feel that the examples are not suitable for the group of children you work with, or if you feel that the children would benefit from seeing and discussing a more specific message that does focus on one group of people, then please do make use of the blank message templates in **Appendix 1c**.

Suggested next steps:

- Tell an adult you trust
- Save all the evidence so you can share it with an adult you trust
- Report the messages to the service
- Block the user so they cannot message you again
- Never retaliate to hurtful messages as it is unlikely to make the person stop and could get you into trouble

Activity 2

My Digital Rights

(Appendix 2)

Explain to the children that the Magna Carta was a formal document which set out a list of rules a king or queen would have to follow and the rights each person would have. To celebrate 800 years of this (and the 25th anniversary of the World Wide Web in 2014) the British Library set up a Digital Rights Magna Carta to make a set of rules for everyone online. You may wish to watch this video: <http://www.bl.uk/my-digital-rights/videos/magna-carta-for-the-digital-age>

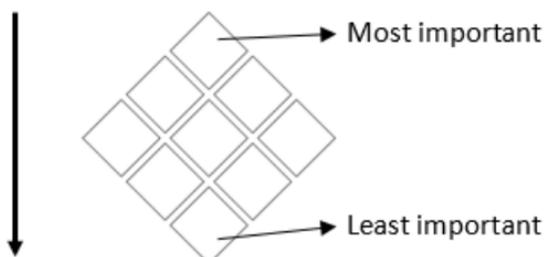
You may wish to also watch one of the SID TV Primary videos discussing rights online:

www.saferinternet.org.uk/SID16-primary-videos.

Ask the children to work in small groups (2-3) for 5 minutes to generate rules they would add to the list. Feed this back as a whole group and together choose 9 rules.

In their groups the children will then need to record the 9 rules onto the diamond 9 sheet and cut these out and arrange them into a diamond shape.

How to use: First cut out the individual diamonds. You will then place these diamonds in the shape of a bigger diamond with the most important point at the top and the least important at the bottom.



Extension: Home and away

Now ask one child to stay with their diamond 9 and all others to move around the room and look at each other's. They can ask each other why they chose certain ones as the most/ least important and try to convince each other to change theirs. The child who stays with their diamond 9 will need to explain their group's choices to other children.

Plenary

My Wish for a Better Internet

Give each child a plain white sticker and ask them to choose their favourite rule from the diamond 9 and write it down along with one way they can try to achieve this. This will be their wish for a better internet.

E.g. To respect others online – Everyone should report any comments which are rude or offensive.

They can wear it for the day and take it home to discuss with their parents/carers.

Extension

School Survey

Now that the children have now created their own Magna Carta for the digital age they can create a school survey. In this survey they could ask which rights would be most popular to others in the school community, and if other children think it would help them in their life online.



Upset



Worried



Happy



Sad



Angry



Not bothered



Laugh it off



Curious



Footypro12

 Rep Gamerscore Zone ★★★★☆ 23150  Pro

 Message Text

Your team sucks! U R all useless and ugly!

Vodafone 4G 9:41 AM 61% 

[← Messages](#) John Doe [Details](#)

Today 8:32 AM

Let's not invite them, we don't want to be seen with THEM 😡



Theno.1 4 months ago

You're so boring, your voice sends me to sleep 😴 why don't you just stop talking and go away!

Reply · 210 👍 👎



Ben Matthews

Open Question

[Show me another »](#)

What's going on??

Why doesn't everyone speak the same language in my country?

19 hours ago - 1 week left to answer.

Report Abuse

[Answer Question](#)



Tom Stample

Best Answer - Chosen by Voters

It makes me so angry when people can't speak your language in your own country...

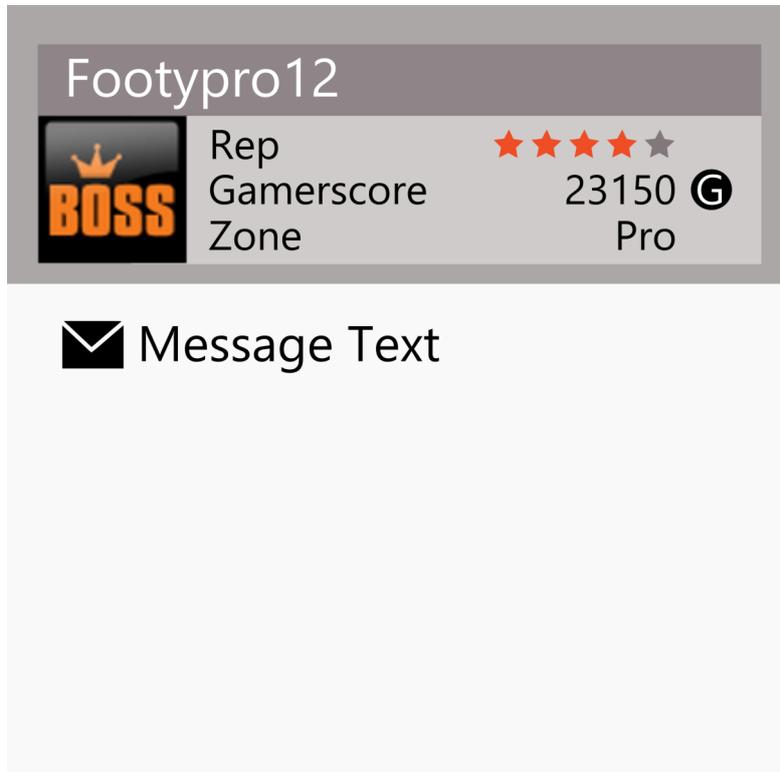
19 hours ago - 1 week left to answer.

Report Abuse

22% 14 Votes

43 people rated this as **good**

11 Interesting! Email Save



Message Text





 **Theno.1** 4 months ago
Reply · 210  



Open Question [Show me another »](#)

...

Ben Matthews

...

19 hours ago - 1 week left to answer. [Report Abuse](#)

Answer Question



Best Answer - Chosen by Voters

Tom Stample

19 hours ago - 1 week left to answer. [Report Abuse](#)

 **22%** 14 Votes

 43 people rated this as **good**

11  Interesting!  Email  Save

Primary Lesson Plan
Appendix 2 - Diamond 9

You may wish to enlarge this worksheet to allow space to write.

