

# Be Internet Sharp: Pillar 1

Think Before You Share



Be  
Internet  
Legends.

# Welcome to your Be Internet Legends Sharp pack

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In this pack, you will find a range of activities that will teach pupils to Think Before You Share when online.

The activities cover topics such as understanding what kinds of personal information are OK to share online and what aren't.

They also explore what it means to have a positive digital footprint – as well as wider considerations around positive digital citizenship.

Two of the activities have a Media Literacy focus. These include exploring and interpreting media in the offline world and how visual media is framed.

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## Getting Started

On the next page, you will find an in-depth guide to teaching these activities – including objectives, outcomes, assessment opportunities and plenary.

You will also find a vocabulary sheet, containing definitions of the words and phrases used in the activities.

You can use this pack alongside the curriculum lesson plans, which you can download separately.

If you have any questions, email [legends@parentzone.org.uk](mailto:legends@parentzone.org.uk).

# Think Before You Share

## Protecting your online reputation

### Detailed lesson plans

Ages 7-9: Lesson 1, Lesson 3  
Ages 9-11: Lesson 7

### Pillar summary

Teachers and parents understand how 'digital mistakes' can hurt feelings, reputations, and privacy. But it can be harder to convince younger children. Often they don't understand that whatever they post online can still be seen by anyone far into the future – this is our 'digital footprint'. As they get older, inappropriate posts or 'digital mistakes' can have a lasting effect on how others see them, or on their online reputation. What may seem like a harmless post today could be misunderstood by different readers in the future.

### Objectives

Pupils will learn

- ✓ **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.

### Outcomes

Pupils can

- ✓ **Learn** what having a positive digital footprint means.
- ✓ **Learn** ways in which they can start to build a positive digital footprint.

### Activity Guide

Activity 1	<b>Is it OK to share?</b>	Ages 7-11
Activity 2	<b>Whose profile is it anyway?</b>	Ages 7-11
Activity 3	<b>How do others see us?</b>	Ages 7-11
Activity 4	<b>Keeping it private</b>	Ages 7-11
Activity 5	<b>That's not what I meant!</b>	<b>ML</b> Ages 7-11
Activity 6	<b>Frame it!</b>	<b>ML</b> Ages 7-11
Activity 7	<b>Interland: Mindful Mountain</b>	Ages 7-11

### Assessment Opportunities

Assessing pupils' pre-existing knowledge in an introductory activity.

- Think, pair and share with peers.
- Class discussion and teacher circulation during activities.
- Traffic light assessment after each activity to check understanding and progression (red – not at all confident / amber – quite confident / green – very confident).

### Plenary

Pupils reflecting on activities and progress made since introductory activity.

# Think Before You Share

## Vocabulary

### Activity 1

**Online privacy:** A broad term that usually means the ability to control what information you share about yourself online and who can see and share it.

**Personal information:** Information that identifies you – for example, your name, street address, phone number, national insurance number, email address, etc. – is called personal (or sensitive) information. It's a good idea to make a rule for yourself not to share this kind of information online.

**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.

### Activity 2

**Code:** A word or phrase, an image (like a logo or emoji) or some other symbol or collection of symbols that represent a certain meaning or message. Sometimes it's a secret code that only certain people understand; often it's just a symbol that stands for something almost everybody understands.

**Context:** Information that surrounds the message or whatever we're seeing which helps us understand it. Context can include the place where the message is, the time when it appears or who it's coming from.

**Interpret:** The way a person understands a message, or the meaning they get from it.

**Representation:** A picture, symbol or description that says a lot about (or expresses a truth about) a thing, a person or a group.

### Activity 3

**Frame:** When you take a photo or video of a landscape, person or object, the frame is what defines the section that the viewer can see. The part you decide to leave outside the frame is what your viewer won't be able to see.

### Activities 4 & 5

**Assumption:** Something that you or other people think is true about a person or thing but there is no proof that it's true.

**Curate:** To decide what to post online – text, photos, sounds, illustrations or videos – and then organise and present it while thinking about what effects it might have on people who see it, or what it might make them think about you.

**Digital footprint (or digital presence):** 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.

**Fact:** Something that is or can be proven to be true.

**Opinion:** Something you or other people believe about a person or a thing that isn't necessarily a fact because a belief can't be proved.

### Activity 6

**Oversharing:** Sharing too much online – usually it means sharing personal information or just too much about yourself in a certain situation or conversation online.

## Be Internet Sharp: Activity 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.

### Activity



1. Invent a character around your age – draw or write the character's name in the middle of a piece of paper and around the outside, draw or write 'personal' information about this person.

2. Now look at each piece of 'personal' information and identify whether it's OK to share that information online or not. What effect might sharing have on the character's online reputation?

For the differentiation activity, please see lesson plans 1 (ages 7-9) and 7 (ages 9-11).

### 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 who were 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.

### 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

## Be Internet Sharp: Activity 2

# Whose profile is this anyway?

This activity provides examples of what a 'digital footprint' actually looks like. Pupils study a collection of personal information about a fictitious character – part of the character's footprint – in order to try to deduce things about this person.

### Activity



#### You'll need:

Various fictitious personal data sources. You can use the handout, 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, WiFi hotspots)

**Possible modification for ages 7-9:** *If you feel that your 7-9 year-old groups 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 second example as a class, then turn it over to the pupils as individuals – and discuss!)*

#### 1. Study the person

Ask everyone to read the collections of information about Gurpreet, Mark and Leah, or a fictional character they create.

#### 2. Write a description

Separate into groups, one character per group. Each group develops its own brief description of the person, answering the question: 'Who do you think this person is?'

#### 3. Read the description

Each group reads the description they came up with for their character.

#### 4. Reveal the truth

Okay, now here's the truth about our characters. Let's compare it to what you thought the information they posted said about them:

- **Gurpreet** is in Year 13. She's going to university next year and hopes to study business, and eventually start her own fashion label. She cares most about: family, volunteering, pop culture, fashion.
- **Mark** is the starting midfielder on the sixth-form football team. He's 16 and lives in Cheltenham. He has an 8-year-old sister. He cares most about: football, design and engineering, playing the guitar, and his friends.
- **Leah** is 17. She just joined the football team and has two cats. She is very good at engineering and likes to build robots at the weekend. She cares most about: technology, her football team, animals and animal rights.

#### 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 can you explain why? What did you learn from this lesson?

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## Let's talk



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### How do 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?

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.

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## 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?


## Gurpreet

Here are the photos I took of our end-of-year party! Everyone looked good!

 Best Ways to Battle Spots.

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

 Laser Tag Venue, Market Square

 Young Fashion Design Conference at Sheffield College of Fashion

FINALLY SAW THE NEW SQUIRREL WARS MOVIE. Omg obsessed!

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## Mark


Won the game! One more to go before the championship. Gotta practise my free kicks.

I hate school dances. #ratherbeatarockconcert

 University Academy of Engineering, South Bank London

 10 Signs Your Parents are Trying to Ruin Your Life

Fishing this Saturday with my Dad at Bristol Water Park. Gonna be fantastic!

 Tyler Smith concert at King's Park

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## Leah

 Tokyo Kitchen, Canterbury.

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

 25 Photos of Puppies

 St. Anselm's end of year prom

Hi everyone, check out my friend's website! I wrote a lot of the code for it.

Wahoo! Just got my highest score on Confectionery Crunch

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## Be Internet Sharp: Activity 3

# How do others see us?

Pupils explore how different types of people – be it parents, employers, friends or the police – would see the character from the previous activity.

### Activity



#### You'll need:

- Worksheet: "Who is this person anyway?" from Activity 2, (one per pupil)

#### 1. Take a new point of view

We're going to break into groups and each group will think about their character from the point of view of one of these types of people:

- Parent
- Friend
- Yourself in 10 years
- Coach
- Police
- Advertiser
- Employer

What's important to each of these people? What conclusions would they reach about this profile? Cross out the information that you think your character wouldn't want your group to see or that it would be unwise for them to reveal.

#### 2. Present conclusions

Finally, each group presents their results and explains their privacy choices.

### 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 he or she wants people to **know** all this personal information?
- 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. Seeing the world from someone else's point of view is the key to getting privacy right.

### 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.

## Be Internet Sharp: Activity 4

# Keeping it private

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

### Activity



#### You'll need:

- Copies of the scenarios

We're going to review the five scenarios below and talk about how each one might have a different privacy solution. We'll split up into four groups, discuss one scenario each, and then come back for a class discussion about our findings.

### Scenarios

**Scenario 1:** A pupil 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?

**Scenario 2:** Someone writes in their diary at home. You discover that a friend found it when they had a sleepover at their house and thought it would be a funny joke to post parts of it online.

- Was the friend wrong to post that information online? Was it funny? Why or why not?
- How would you feel if someone did this with something you didn't want anyone else to see?

**Scenario 3:** Someone posts, 'Have a great 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 – for example, sending a private message or text?

**Scenario 4:** Someone told Ronnie that it's good to change passwords and passcodes on our phones every now and then. So they decide to change their password for their favourite game. Ronnie's best friend, Farah, likes to play the game too, but doesn't have a login for it, so Farah plays the game with Ronnie's login. Ronnie shares the new password with Farah.

- Was it good that Ronnie changed his password?
- What if Ronnie shares his password for a social media account too?
  - Same answer?
  - Same answer when they're in high school and have different friends?

**Scenario 5:** A group of friends are playing a new game on their consoles at their homes and they're using the chat function whilst they are playing. People who they don't know are joining their game and conversation. A player called DinoXS has just joined and asked the group how old they all are. One of your friends answers truthfully. Dino XS says they're the same age too. The conversation continues and DinoXS asks more questions about the school they go to and the town they live in.

- What would you do in this situation?
- What information is OK to share? Why?
- What information must be kept private? Why?

**For older pupils:** You know that another pupil made a fake social media account that's impersonating someone else and makes them look bad. It also includes their personal information.

- Does the pupil being impersonated have a right to know and would you tell them?
- It's not obvious who made it, but you know who did it. Should you tell the person to take it down?
- Should you tell a teacher or other trusted adult?
- What could happen if no-one does anything?

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## Summary

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

## Be Internet Sharp: Activity 5

# That's not what I meant!

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

**Media literacy background for teachers:** *When we wear t-shirts featuring corporate logos, sports teams, schools, musicians, politicians, etc., we are essentially walking adverts or billboards. This activity 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.*

## Activity



### You'll need:

- Handout: Blank t-shirt (one per pupil)
- Handout: 'Emoji grid' (displayed so everyone can see)
- Felt tips, 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 choices 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 t-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?
- Were some emojis not used at all? Why?
- 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?

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?”

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## Let's talk



Has anyone ever misunderstood something you said, did, wrote or posted online? Did they get angry or upset? Did you have to explain that you didn't mean what they thought you meant?

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 seagull hat? What would you think about that person? If you live in Brighton, or you're a football fan, you know that 'Seagulls' is a nickname for Brighton and Hove Albion football club. The person in the picture was using the seagull hat to represent their support for the football team.

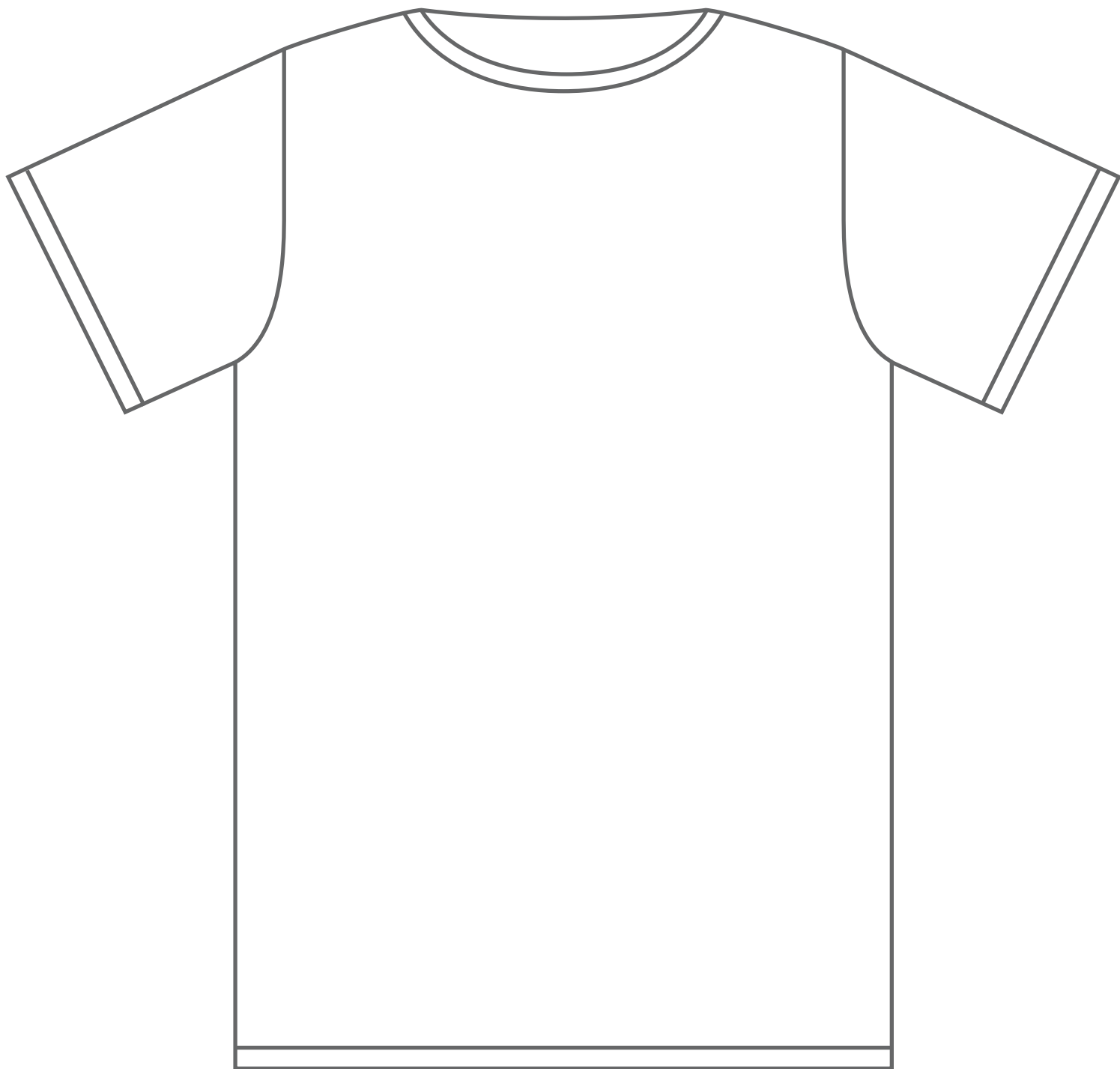
If you didn't know the Brighton and Hove Albion fan 'code', you might think that the seagull hat was part of a costume or just plain weird! You might even be tempted to comment on how weird it was. That might make the fan mad or upset. To them, your comment is rude and they might be tempted to respond with a mean comment about you. That makes you mad, and you end up with a mess of negative comments and hurt feelings.

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## Summary

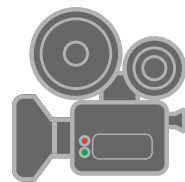
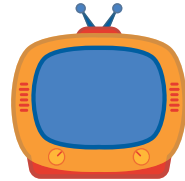
As media creators, before we post messages or pictures online, it's a good idea to pause and ask: “How could someone who is different from me interpret this? Am I sure they'll understand what I mean?” Could they take it wrong? And we should ask ourselves the same things before **we** post or comment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

# Blank t-shirt



Handout: Activity 5

# Emoji grid



## Be Internet Sharp: Activity 6

# 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 activity helps pupils see themselves as media makers when they decide what to share online.*

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 what stays **outside the frame** (what's invisible).

## Activity



### You'll need:

- 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 activity 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, 'in' and 'out' are 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?

Grab a handout and look at picture 1A. What do you think you're looking at? How do you know? Now 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?

### 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 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, meaning what's inside the frame, and what stays out of sight, meaning what's 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 media wants you to see.



# What's in the frame?



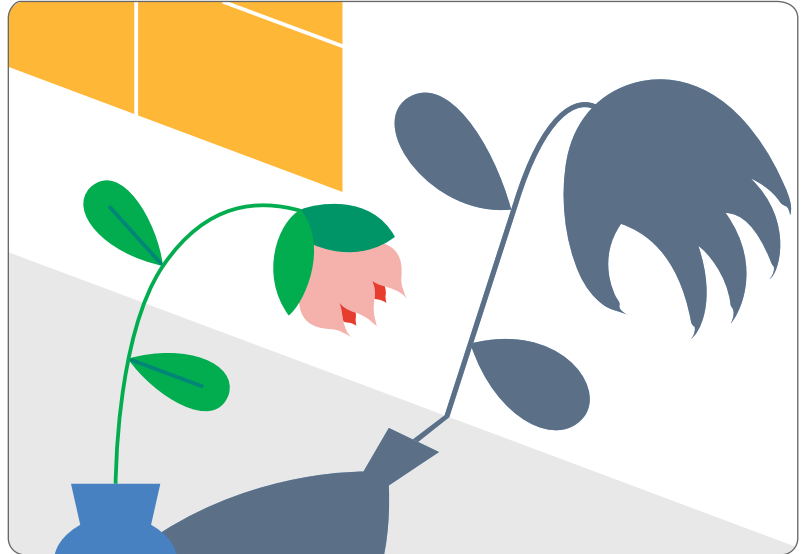
1A



1B



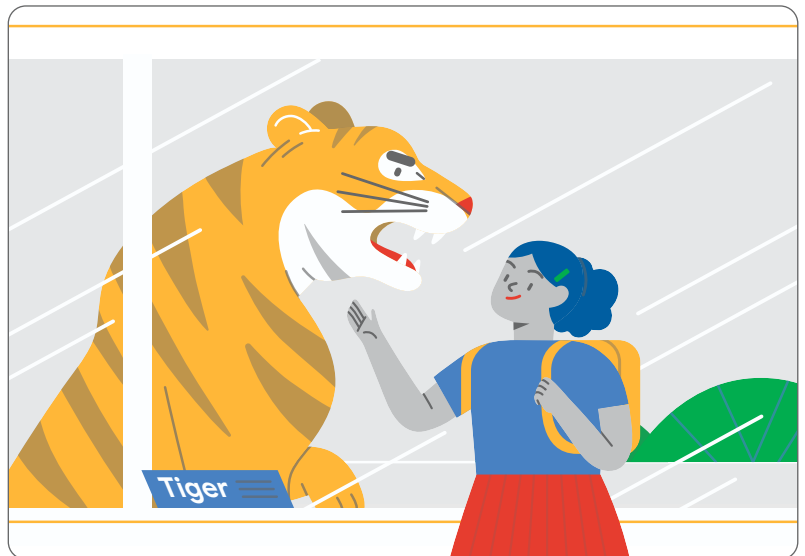
2A



2B



3A



3B

# 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/Interland](https://g.co/Interland) and navigate to a land called Mindful Mountain.

## Let's talk



After pupils explore Mindful Mountain, these questions will encourage discussion of the game's themes:

- Why is the character in the game called Oversharer?
- How do 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 Oversharer?
- How do 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?

