1. Doodle Away

Get creative and doodle your way to a masterpiece! Place a large piece of paper roll on the wall somewhere in your school/setting. You may wish to do this in a central space such as a hall, welcome area or library. Divide the paper roll into two, one side will demonstrate the things that are okay to share online (e.g. hobbies, interests, favourite food) and the other will demonstrate the things that are not okay to share online (e.g. personal information such as full name, age, location).

You may wish to prepare some specific areas on the doodle paper beforehand and provide prompts to help learners. You may wish to use headings, or display a thumbs up and a thumbs down image on each side, with an overall title of 'Sharing Online'. Ask the learners to doodle on each side to demonstrate what is okay to share about themselves online and what is best kept offline.

Once everyone has had the chance to add their doodle, this can be referenced in a whole school/setting assembly or presentation, or kept on display and used to remind learners throughout the year.

2. Spreading the word

Get everyone involved in your work on a safer internet by inviting parents/carers or other members of the community into your school/setting to join in.

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

You may wish to have older learners available to offer top tips or information to the visitors, or a member of staff could host an information session on relevant online safety topics. See our Parents and Carers Pack for further ideas.

3. Have your say

Place questions around your school/setting for the learners to discuss and answer using post-it notes, or on slips of paper dropped into answer boxes.

Key questions

- Do you like going online? Why or why not?
- What do you like doing online?
- What things make us different online?
- What things make us the same online?
- How can we be safe online?
- What can you do if you need help with something online?
- Who can you tell if you feel upset, worried or confused about something online?

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4. The Diary Room (Recommended for 5-7 year olds.)

Give learners an opportunity to voice their thoughts and opinions on the theme of identity online with a diary room. Begin by setting up a specific area in your school/setting – you could provide pens and paper or use a camera so learners can record themselves explaining their ideas. During the day, invite learners to visit the room and have their say. You may wish to put a small group of older learners in charge of running the room, supervised by an adult.

You may wish to use Appendix 1 and ask learners to build a question cube to act as a dice. When someone enters the room, they roll the dice and answer the question that is shown.

5. Emoji fun

Give learners time to search for different emojis online, discuss the types of emojis they see and the ones they like the most.

Key questions

- What is your favourite emoji?
- Are there any emoji's that you feel are missing from the current emojis available?
- Do you think that the emojis represent everyone?
- Have you ever tried to look for an emoji and there hasn't been one that you needed? How did you feel?

Ask learners to create their own new emoji that represents themselves or an aspect of their identity. Ask them to write or record an explanation about why they created the emoji they did. These can be used to create a display. Photos can be taken of this and used in lessons or assemblies to show how learners in your school/setting represent themselves, and how everyone is part of the community.

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Appendix 1

How can we be safe online?

Do you like going online? Why or why not?

Who would you talk to if something upset you online?

What do you like doing online?

What things make us different online?

What things make us the same online?

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