



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).

For this age group, the educator 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. 'This is Me' bunting

Provide learners with a copy of **Appendix 1**. Ask them to decorate the bunting template with a picture to represent what they like doing online. For example, playing a particular game, or watching videos about specific activities or topics.

Guide learners to share and discuss their bunting flag with others, either as a group or in pairs. After learners have had time to discuss their own bunting flag, lead a group discussion to highlight everyone's similarities and differences.

Key questions

- Who likes or does similar things to you online?
- Who likes or does different things to you online? Why?
- Is it ok for us to like different things online? Why?
- How does what you do online represent who you are?

Learners could also create their own questions based on their particular individual interests. E.g. Who else likes watching videos about animals online?

You could ask learners to put up their hand, or move to an area of the room if they like doing something in particular. Repeat with a question from a different learner.

The bunting can be put up and linked with the other learners' bunting to form a wonderful display in your school or setting!



3. 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.

4. Have your say

Use an online voting tool such as [menti.com](https://www.menti.com) to input the following key questions around the theme of online identity. Learners can use devices (e.g. the school tablets) to answer the questions. Ensure learners know beforehand 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/setting.

Key questions

- Do you like going online? Why or why not?
- What things make us different online?
- What things make us similar online?
- How can we make everyone feel welcome online?
- If you had one wish for the internet, what would it be?
- How can we all make a positive change online?
- What are your three top tips for staying safe online?

5. The Diary Room

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 2a](#) 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. There is also a blank version in [Appendix 2b](#) for learners to add their own questions around the theme.

6. Emoji fun

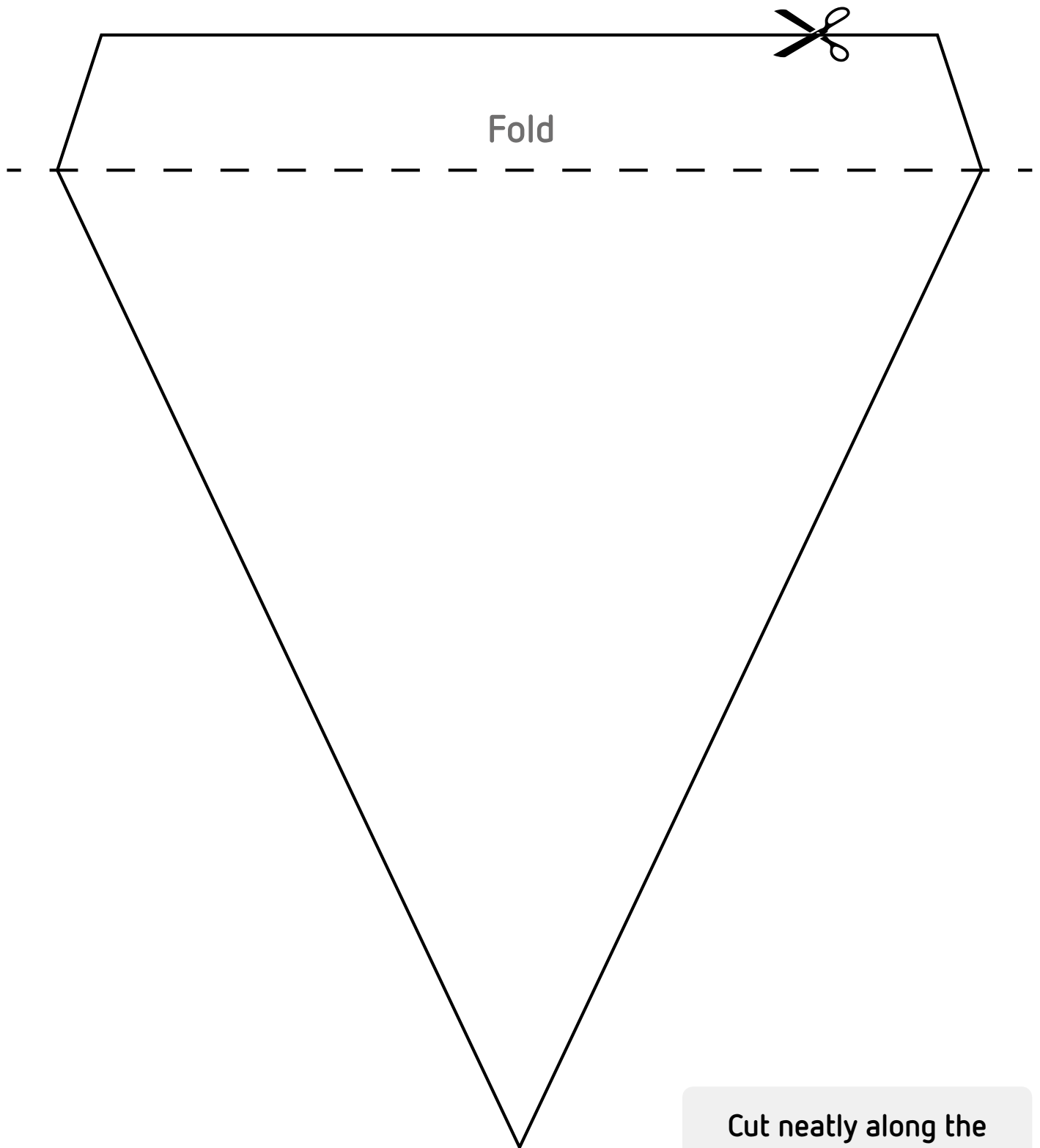
Give learners time to search for different emojis online, discuss the types of emojis they see and the ones they like the most.

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.

Appendix 1



Cut neatly along the dark line and then fold the dotted line.

Appendix 2a

What are your
3 top tips for
staying safe
online?

How can we
make all people
feel welcome
online?

What might make
some people feel
they don't belong
online?

If you had one
wish for the
internet, what
would it be?

What things
make us
different online?

What things
make us
similar online?



Ages

7-11

Exploring identity online

Whole school and community activities

Appendix 2b

