



Teaching point activities

Trustworthiness of information online



During this teaching point young people will be exploring how trustworthy the information we see and read online is. They will consider the different types of information we can come across on websites, social media and video sharing platforms and explore strategies for deciphering their trustworthiness.

Before approaching the teaching point activities, it may be beneficial to use the starting point discussion questions to ensure young people are clear on what we mean by 'trust' and 'motives'.

There is a supporting activity with both starting point discussion which can be used as well.

What will the young people learn?

- Not everything online is trustworthy.
- How to recognise examples of trustworthy and untrustworthy information.
- How to ensure they have trustworthy information.

Below you will find 3 ways of approaching this teaching point with young people who have special educational needs. Each activity has been designed to explore the teaching point learning objectives with young people using different learning styles so that educators can select the most appropriate activity per student. Alternatively, an educator could choose to run all 3 activities as a small unit of work, providing repetition to the learning in order to reach concrete understanding.



Activity 1 *This would suit learners who prefer a more discussion-based activity*



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



**Resources - 'Getting answers online' PPT
- Appendix T2.1**

This activity allows young people to explore where they would go to get trustworthy information and find the answer to questions they may have. It will look at the differences between official websites, reviews, social media posts etc. to determine which would be the most trustworthy source of information. Then the young people will transfer all the advice they have learnt into a checklist for finding trustworthy information online.

How to run this activity:

1. Display the **'Getting answers online' PPT** on the board for young people to see.
2. As a group click through and begin by answering the initial questions about where they would go for information or to get an answer to a question.
3. Then click through each of the online examples which provide an answer to the question, 'How are mountains made?'
4. Discuss each of the examples focusing on the following:
 - Where has this information come from?
 - Does the information look/sound trustworthy? (this is to gauge an initial reaction).

NB – notes have been provided on what to highlight and discuss in the PPT. You can access the notes under each slide when not in 'present' mode.

5. After discussing each example click through to show the slide with all examples and discuss the following:
 - Which one could we trust and why?
 - What should we look out for to know if information is trustworthy?
 - Who could help us if we weren't sure if something was trustworthy?
6. Create a checklist together of things to remember when finding information online. Use the advice gathered throughout the quiz and **Appendix T2.1** to complete this.



Activity 2

This would suit learners who prefer a more written-based activity



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - Appendices T2.1, T2.2a and T2.2b

This activity allows young people to check key indicators of trustworthiness on different examples of online information. They will use the indicators to determine whether each example is trustworthy and then transfer this learning into a checklist of things to remember when finding information online.

How to run this activity:

1. Explain to young people that they have been set a task to find out about healthy eating and are going to be looking at some online examples of information.
2. Hand out copies of **Appendix T2.2a** to the young people individually or in pairs. A differentiated version (**Appendix T2.2b**) has been provided which highlights key things for the young people to consider.
3. Allow time for the young people to look at each of the examples and then rank them in order of trustworthiness.
4. Come back together as a group and discuss the examples which the young people have looked at and whether they decided each was trustworthy or not.
5. Create a checklist together of things to remember when finding information online. Use the advice gathered throughout the activity and **Appendix T2.1** to complete this.

Alternatively, with this activity you could use the examples over several days to keep repeating the learning.



Activity 3

This would suit learners who prefer a more active and practical-based activity



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - Appendices T2.1, T2.3 and T2.4

This activity allows young people to consider what they would and wouldn't trust online from a bank of examples. Each example comes with visuals to support young people's understanding of different sources of information online.

How to run this activity:

1. Prepare **Appendix T2.3** by cutting out the sorting cards for individuals or pairs.
2. Begin by looking at each of the cards together and going through what they are. Each card has a visual example on it to help but you may wish to show other examples online. We recommend you check any examples for bad language etc. before showing them, particularly with online reviews and social media.
3. Individually or in pairs ask the young people to sort the cards into 2 piles: **trustworthy** and **not trustworthy**.
4. Each young person or pair will most likely sort their cards differently so follow on by discussing how they have sorted them.
5. Hand out copies or display **Appendix T2.4** which shows top tips for getting trustworthy information online from each of the sources.
6. Young people can either keep a copy of the top tips in **Appendix T2.4** or transfer these into their own checklist for finding information online. They can use the advice gathered throughout the activity and **Appendix T2.1** to complete this.

LOOKING TO GET HEALTHY?

You won't believe this trick for getting healthy!
Just change this one thing and get healthy quicker than ever before whilst enjoy your favourite takeaway!



Click to get healthy now



David
@dd9924

Follow

The earth is flat. When you look at the floor it isn't round!

904 Shares 527 Likes

Appendix T2.1 – Checklist for getting trustworthy information online



Trustworthy sources of information online



Not trustworthy sources of information online

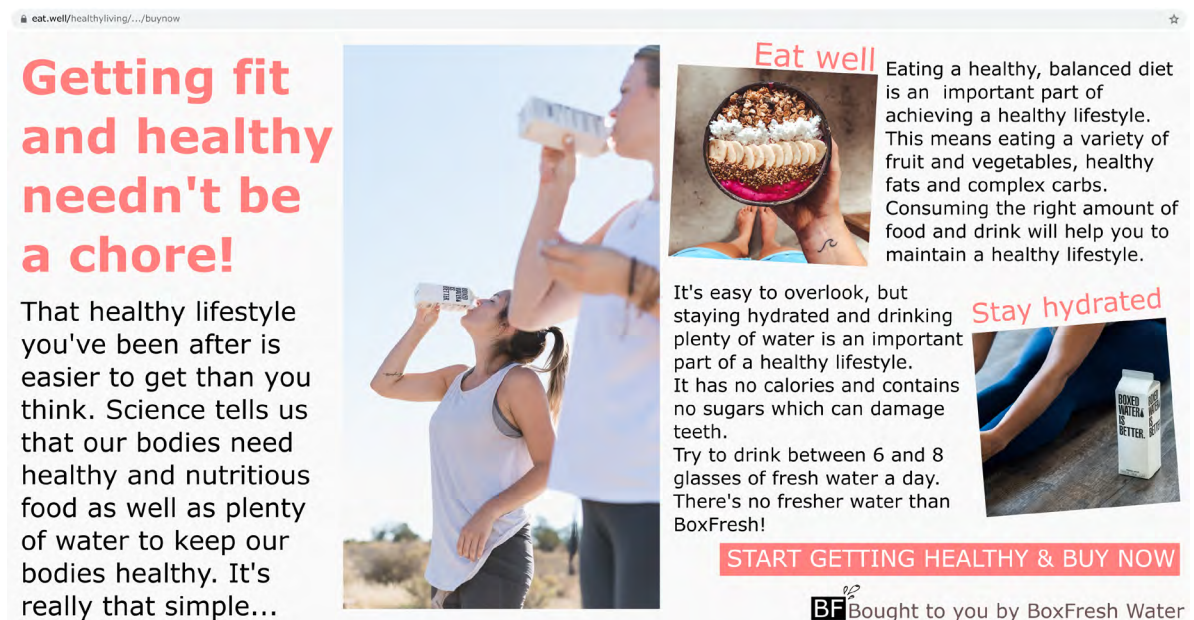
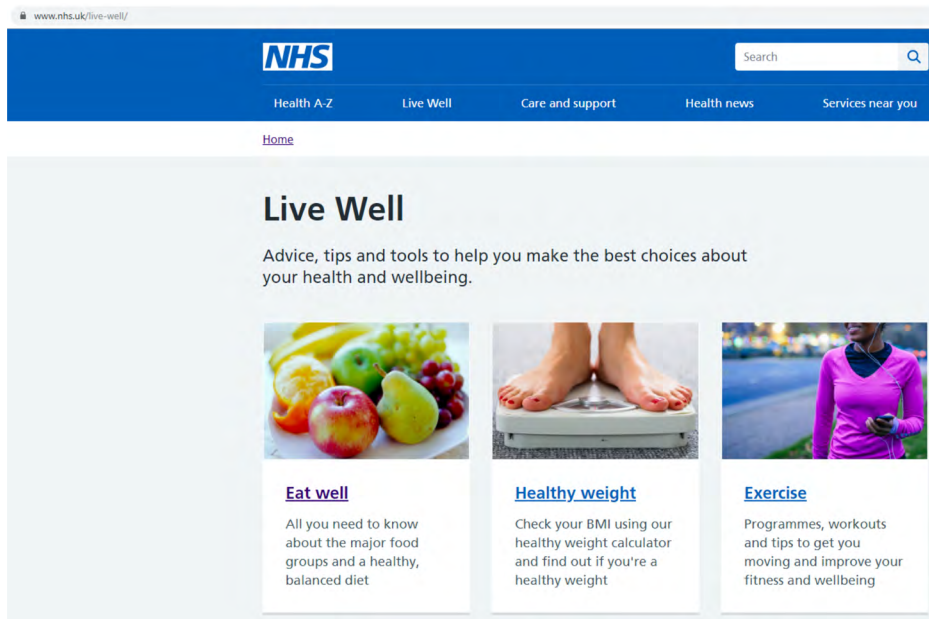


What I need to do before trusting information I find online:



If I see or read something online which worries me, what can I do?

Appendix T2.2a – Online information spot check (Page 1 of 2)



4

LOOKING TO GET HEALTHY?

You won't believe this trick for getting healthy!
Just change this one thing and get healthy quicker than ever before whilst enjoy your favourite takeaway!



Click to get healthy now

celebgossip/latest/.../weightloss/beckham

How I got healthy and lost 50 lbs

Getting healthy with David Beckham and you can too!

Article written by Sadie Jackson

Getting healthy is something which is important to all of us but none more so than David Beckham. He needs to keep fit and healthy but recently found himself weighing 50lbs more than he'd like. Sources say David has been living off carrots and cucumber for the last 6 weeks in order to achieve his dramatic weight loss. He says he's the healthiest he's ever been before. However, David worries about returning to eating other food and sources say he's been experiencing fainting episodes and severe migraines.

BEFORE AFTER

David Beckham showing off his dramatic weight loss in before and after photos.

5

If you wanted to find out more about healthy eating, which one would you trust?

I don't trust this one

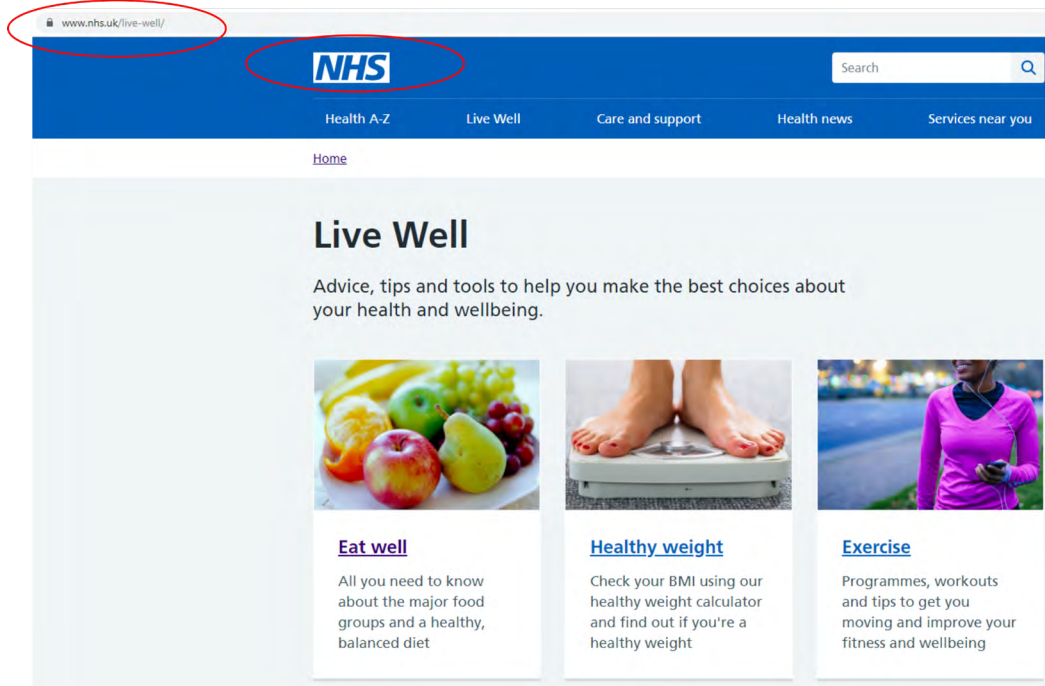
I trust this one

--	--	--	--	--

Why did you trust that one the most?

Appendix T2.2b – Online information spot check (differentiated) (Page 1 of 2)

Is this a trusted health website?



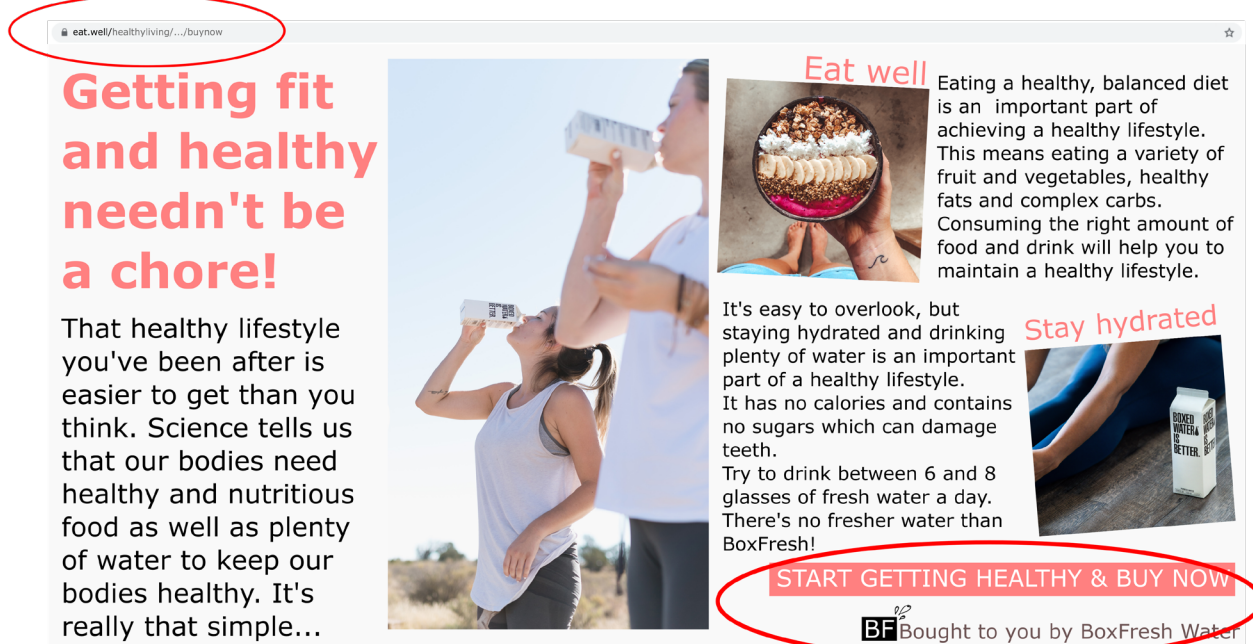
1

Could you trust this information?

Yes ☐

No ☐

Is this a trusted health website?



2

Could you trust this information?

Yes ☐

No ☐

Is this website giving you information or trying to sell you something?

Appendix T2.2b – Online information spot check (differentiated) (Page 1 of 2)

This little blog of mine

My journey to getting healthy

If you've been following me for a while then you'll know that i'm always trying to eat healthier. I've been feeling really good recently and wanted to share some of what i've learnt and discovered with you all. So here it goes...my top tips and where I found them...

1. Eating lots of fruit and veg is important but they do contain sugar which is released when you juice or blend them. Stick to the rule of 5 fruit and veg a day. Found on - Juices, smoothies and a 5 a day (NHS)
2. Drinking water is really important but i'm not a fan of the taste. So i've been putting lemon slices in it to make it taste nicer. Found on - Water, drinks and your

Latest post

- January (4)
- February (8)
- March (6)
- April (9)
- May (12)
- June (13)
- July (9)

Subscribe

3

Could you trust this information?

Yes ☐

No ☐

Could you check where this person found their top tips?

4

Could you trust this information?

Yes ☐

No ☐

LOOKING TO GET HEALTHY?

You won't believe this trick for getting healthy!
Just change this one thing and get healthy quicker than ever before whilst enjoy your favourite takeaway!



Click to get healthy now

Does this sound like it is true?

Is this a trusted health website?

celebgossip/latest/.../weightloss/beckham

How I got healthy and lost 50 lbs

Getting healthy with David Beckham and you can too!

Article written by Sadie Jackson

Getting healthy is something which is important to all of us but none more so than David Beckham. He needs to keep fit and healthy but recently found himself weighing 50lbs more than he'd like. Sources say David has been living off carrots and cucumber for the last 6 weeks in order to achieve his dramatic weight loss. He says he's the healthiest he's ever been before. However, David worries about returning to eating other food and sources say he's been experiencing fainting episodes and severe migraines.

BEFORE AFTER

David Beckham showing off his dramatic weight loss in before and after photos.

5

Could you trust this information?









Yes ☐

No ☐



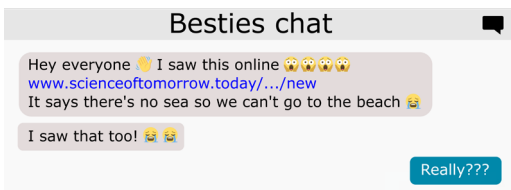
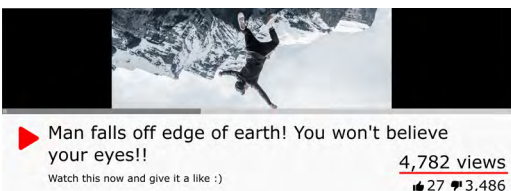


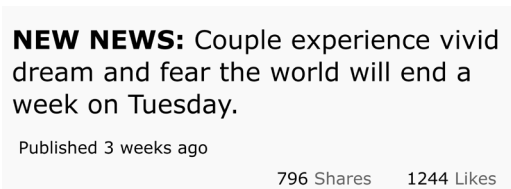
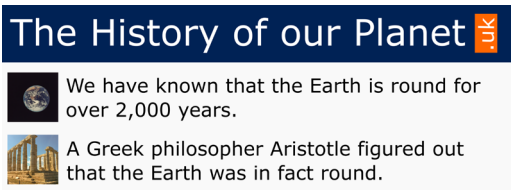
Is this picture real?

Does this sound like a healthy diet?

Appendix T2.3 – Online information sorting cards

<p>Opinions of people we don't know, on social media</p> <div data-bbox="135 360 778 600">  <div> <p>David @dd9924</p> <p>Follow</p> </div> <p>The earth is flat. When you look at the floor it isn't round!</p> <p>904 Shares 527 Likes</p> </div>	<p>New websites we haven't seen before</p> <div data-bbox="805 360 1455 600"> <p>Science of Tomorrow, Today</p> <p>NEW website bought to you by the facts guys - lets make learning fun!</p> <div> <div> <p>Scientists discover the Earth is all land and no water!</p>  </div> <div> <p>Amazingly scientists have discovered this week that the Earth is all land. Previously, it was believed that the Earth had oceans, seas, lakes and rivers but now scientists have found this isn't true. No official reports have been made but supporters are thrilled with the news as they have long suspected this to be true.</p> </div> </div> </div>
<p>Comments from friends</p> <div data-bbox="135 824 778 1064"> <p>Besties chat</p> <p>Hey everyone 🙌 I saw this online 😱😱😱😱 www.scienceoftomorrow.today/.../new It says there's no sea so we can't go to the beach 😭</p> <p>I saw that too! 😭😭</p> <p>Really???</p> </div>	<p>Online videos lots of people have watched</p> <div data-bbox="805 824 1455 1064">  <p>▶ Man falls off edge of earth! You won't believe your eyes!!</p> <p>Watch this now and give it a like :)</p> <p>4,782 views</p> <p>👍 27 🗣️ 3,486</p> </div>
<p>Official websites</p> <div data-bbox="135 1294 778 1541">  </div>	<p>Online reviews showing what people thought about something or somewhere</p> <div data-bbox="805 1294 1455 1541"> <p>← 'Around the World' global restaurant reviews</p> <div>  <div> <p>"Excellent"</p> <p>Reviewed 27 weeks ago</p> </div> </div> <p>I ate here yesterday for dinner and it was amazing! The prawn pasta was the best dish and all the staff were so friendly. Definitely recommend going!</p> </div>
<p>Online news stories</p> <div data-bbox="135 1765 778 2011"> <p>NEW NEWS: Couple experience vivid dream and fear the world will end a week on Tuesday.</p> <p>Published 3 weeks ago</p> <p>796 Shares 1244 Likes</p> </div>	<p>Fact sharing websites</p> <div data-bbox="805 1765 1455 2011"> <p>The History of our Planet </p> <div>  <p>We have known that the Earth is round for over 2,000 years.</p> </div> <div>  <p>A Greek philosopher Aristotle figured out that the Earth was in fact round.</p> </div> </div>

Appendix T2.4 – Online information top tips

Opinions of people we don't know, on social media	 <p>David @dd9924</p> <p>The earth is flat. When you look at the floor it isn't round!</p> <p>904 Shares 527 Likes</p> <p>Follow</p>	Top tip Remember opinions are not facts even if they sound like they are.
New websites we haven't seen before	 <p>Science of Tomorrow, Today</p> <p>NEW website bought to you by the facts guys - lets make learning fun!</p> <p>Scientists discover the Earth is all land and no water!</p> <p>Amazingly scientists have discovered this week that the Earth is all land. Previously, it was believed that the Earth had oceans, seas, lakes and rivers but now scientists have found this isn't true. No official reports have been made but supporters are thrilled with the news as they have long suspected this to be true.</p>	Top tip If you haven't seen or heard something before then check with someone like a parent, carer or teacher.
Comments from friends	 <p>Besties chat</p> <p>Hey everyone 😊 I saw this online 🤔🤔🤔 www.scienceoftomorrow.today/.../new It says there's no sea so we can't go to the beach 😞</p> <p>I saw that too! 😞😞</p> <p>Really???</p>	Top tip The things our friends say can also just be opinions and they may not be experts.
Online videos lots of people have watched	 <p>Man falls off edge of earth! You won't believe your eyes!!</p> <p>4,782 views</p> <p>Watch this now and give it a like :)</p> <p>👍 27 🍷 3,486</p>	Top tip Remember videos can be fake. Just because lots of people have watched them doesn't mean they are always real.
Official websites	 <p>one OFFICIAL</p> <p>EARTH FROM SPACE</p> <p>Home Facts Videos Learn more</p> <p>Spectacular photos showing the Earth's curve</p>	Top tip Make sure you check the website address (URL) is from the official website. The word 'official' doesn't mean it is always official.
Online reviews showing what people thought about something or somewhere	 <p>← 'Around the World' global restaurant reviews</p> <p>"Excellent"</p> <p>Reviewed 27 weeks ago</p> <p>I ate here yesterday for dinner and it was amazing! The prawn pasta was the best dish and all the staff were so friendly. Definitely recommend going!</p>	Top tip Remember reviews are just opinions and are not facts. Sometimes information we aren't looking for comes up when we search for things online.
Online news stories	 <p>NEW NEWS: Couple experience vivid dream and fear the world will end a week on Tuesday.</p> <p>Published 3 weeks ago</p> <p>796 Shares 1244 Likes</p>	Top tip News stories should be based on facts but sometimes they contain a lot of opinions.
Fact sharing websites	 <p>The History of our Planet .uk</p> <p>We have known that the Earth is round for over 2,000 years.</p> <p>A Greek philosopher Aristotle figured out that the Earth was in fact round.</p>	Top tip Facts posted online can be great but remember sometimes things can be out of date.

When searching for information online or reading things other people have shared, always:

- Check at least 3 online sources like different websites
- Talk to someone you trust about the things you see and read online to check they are true
- Think about what you already know and if what you are reading sounds true
- Check books as well as these can be very trustworthy sources of information



Teaching point activities

Trustworthiness of people online



During this teaching point young people will be exploring how trustworthy messages and comments from others online are. They will consider the different ways people might contact us online, both publicly and privately, as well as their possible reasons for contact.

Before approaching the teaching point activities, it may be beneficial to use the starting point discussion questions to ensure young people are clear on what we mean by 'trust' and 'motives'. There is a supporting activity with both starting point discussion which can be used as well. You will also find an activity exploring the difference between public and private within the '**Understanding young people's use of technology and the internet**' section of this toolkit.

What will the young people learn?

- Not everyone online is trustworthy.
- People can have both good and bad reasons for online contact.
- How to recognise examples of online contact which should be reported, blocked and shared with a trusted adult.

Below you will find 3 ways of approaching this teaching point with young people who have special educational needs. Each activity has been designed to explore the teaching point learning objectives with young people using different learning styles so that educators can select the most appropriate activity per student. Alternatively, an educator could choose to run all 3 activities as a small unit of work, providing repetition to the learning in order to reach concrete understanding.



Activity 1 *This would suit learners who prefer a more discussion-based activity*



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - 'Getting messages online' PPT
- Appendix T3.1

This activity allows young people to explore whether different online messages are trustworthy based on their content and who has sent them. Throughout the activity young people will gain top tips for managing online contact and learn what to look out for when deciphering trustworthiness.

How to run this activity:

1. Display the '**Getting messages online**' PPT on the board for young people to see.
2. As a group click through and begin by answering the initial questions about how and where they communicate online and who with. Examples have been provided on each slide to support the discussion. For slides 2-5 you may wish to run this as a hands up/voting exercise.
3. Then click through each of the online messages and follow the discussion questions on the board:
NB – notes have been provided on what to highlight and discuss in the PPT. You can access the notes under each slide when not in 'Present' mode.
4. After discussing each example click through to show a top tips slide. At the end of the presentation there is one final top tips slide which brings together all of the advice throughout the PPT.
5. Create a checklist together of things to remember when sending and receiving messages online. Use the advice gathered throughout the PPT and **Appendix T3.1** to complete this.

Ensure all staff working with the young people and their parents and carers are aware of the CEOP reporting tool. This is where you can report someone who is acting inappropriately towards a child online and where sexual grooming may be suspected.

There is more information found at www.ceop.police.uk.

If appropriate for the understanding of your young people, share the CEOP reporting website with the young people (www.thinkuknow.co.uk) and explain that CEOP are specialist police officers and part of the National Crime Agency.

Their job is to keep young people safe online and you can make a report to them if someone online:

- Pressures you to share personal information about yourself or others.
- Asks you to meet up with them or someone else in the offline world, e.g. at a café or park.
- Asks you to send images or videos of yourself or others.



Activity 2

This would suit learners who prefer a more written-based activity



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - Appendices T3.1, T3.2 and T3.3

This activity allows young people to check key indicators of trustworthiness on different examples of online messages and comments. They will use the indicators to determine whether each example is trustworthy and then transfer this learning into a checklist of things to remember when chatting to others online.

How to run this activity:

1. Begin by discussing with the young people how and when they chat online using the following questions:
 - Have you ever... messaged someone on WhatsApp? Commented on someone's picture they have posted? Got a message from someone on social media? Sent a message to someone in a game?
 - Who do you chat to online? (school friends, family, other people on social media or in games)
 - How does chatting online make you feel? (happy or sad, worried or excited)
2. Explain to young people that you need some help deciding whether to trust some online messages.
3. Hand out copies of **Appendix T3.2** to the young people individually or in pairs. The worksheet has 4 messages over 2 pages which you could look at in one go or split them up over the week to keep reinforcing the learning.
4. Allow time for the young people to look at each of the examples against the safety checklist on the sheet before deciding whether or not to trust each message.
5. Come back together as a group and discuss the examples which the young people have looked at and whether they decided each was trustworthy or not. An educator's guidance sheet has been provided for this activity in **Appendix T3.3**.
6. You could then create a checklist together of things to remember when chatting to others online. Use the advice gathered throughout the activity and **Appendix T3.1** to complete this.

Ensure all staff working with the young people and their parents and carers are aware of the CEOP reporting tool. This is where you can report someone who is acting inappropriately towards a child online and where sexual grooming may be suspected.

There is more information found at www.ceop.police.uk.

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- Asks you to meet up with them or someone else in the offline world, e.g. at a café or park.
- Asks you to send images or videos of yourself or others.

Danny Jay
Active now



Hey, I love you lastest pic!
Do you have any others?
I share cool wildlife pics
on page. I'll give you
picture credit. Let me know



079638.....



Hey hope you don't mind
me messaging you! It's
Seb, Ari's friend :)

Don't think we've met before
but Ari always says you are so
funny

Can we chat?

Add 079638... to your contacts?
Add to contacts | **Block number**



Activity 3

This would suit learners who prefer a more active and practical-based activity



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - Appendix T3.4

This activity allows the learners to act out real-life examples and explore strategies to decipher whether something or someone is trustworthy online. Learners are invited to step into the shoes of the characters to experience a situation where they have been duped into believing something online. The dilemma is discussed as a group where learners must help the characters make a better decision. They will then have the opportunity of replaying the scene with their new ending.

Before the activity: Print out and cut up the scenarios from **Appendix T3.4**

You will find 3 different scenarios looking at different aspects of trust:

- **Scenario 1:** Trusting an online advert for a modelling opportunity
- **Scenario 2:** Trusting someone online who says they know your friend
- **Scenario 3:** Trusting a stranger online with your personal information

How to run this activity:

1. Divide the young people into small groups of 3 or 4 and hand each a scenario from **Appendix T3.4**.
2. Ask each group to read through their given scenario and prepare the scene to be acted out.
3. If the young people are feeling confident ask each group to act it out in front of their peers. If they're not feeling confident to act it out, ask one person from the group to read it out.
4. After each group has completed their scene, pause the action and discuss the dilemma using the 'Educator led questions' found at the end of each scenario in **Appendix T3.4**.
5. Next, ask each group to spend some time to either change the scenario from the beginning to include their better outcome or pick up the scenario at the point of dilemma and act out what the characters should do to change the situation.
6. Again, ask the young people to act out their new endings in front of their peers or ask them to explain to the whole group how and why they have changed the ending.

NB - If you feel that acting out the scenes or working in small groups may not be suitable, you may prefer to read out the scenario and lead the follow-on discussion as a whole group activity.

Ensure all staff working with the young people and their parents and carers are aware of the CEOP reporting tool. This is where you can report someone who is acting inappropriately towards a child online and where sexual grooming may be suspected.

There is more information found at www.ceop.police.uk.

If appropriate for the understanding of your young people, share the CEOP reporting website with the young people (www.thinkuknow.co.uk) and explain that CEOP are specialist police officers and part of the National Crime Agency.

Their job is to keep young people safe online and you can make a report to them if someone online:

- Pressures you to share personal information about yourself or others.
- Asks you to meet up with them or someone else in the offline world, e.g. at a café or park.
- Asks you to send images or videos of yourself or others.



Appendix T3.1 – Checklist for chatting to others online



I chat to these people online



**I chat on these games, apps
and websites**



When chatting to others online I need to...



If anyone ever worries, upsets or confuses me online then I can...

- Do we know this person?
- What do they want?
- Do they have a good or bad reason for messaging us?
- Should we block them?
- Should we report them?
- Do we need to tell a trusted adult?
- Who can we tell?

Can we trust this message?

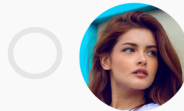
Yes ☐

No ☐



Message Requests

These messages are from people you don't follow. They'll only know you've seen their request if you choose Allow.



KatySuclow

Hey, you look cool :) wanna be friends?



Just seen your latest skills video, you're really talented. I'm a pro football coach. Check out my page and message me if you wanna join :)

58m

Like

Reply



- Do we know this person?
- What do they want?
- Do they have a good or bad reason for messaging us?
- Should we block them?
- Should we report them?
- Do we need to tell a trusted adult?
- Who can we tell?

Can we trust this message?

Yes ☐

No ☐

Appendix T3.2 – Online messages spot check (Page 2 of 2)

 079638..... 

Hey hope you don't mind me messaging you! It's Seb, Ari's friend :)

Don't think we've met before but Ari always says you are so funny

Can we chat?

Add 079638... to your contacts?
Add to contacts | **Block number**

- Do we know this person?
- What do they want?
- Do they have a good or bad reason for messaging us?
- Should we block them?
- Should we report them?
- Do we need to tell a trusted adult?
- Who can we tell?

Can we trust this message?

Yes ☐

No ☐

- Do we know this person?
- What do they want?
- Do they have a good or bad reason for messaging us?
- Should we block them?
- Should we report them?
- Do we need to tell a trusted adult?
- Who can we tell?

Can we trust this message?

Yes ☐

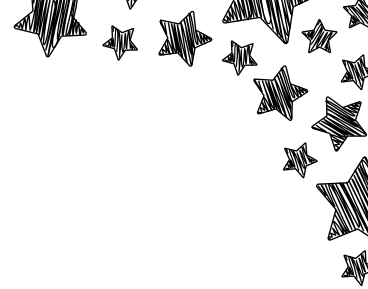
No ☐

Danny Jay
Active now



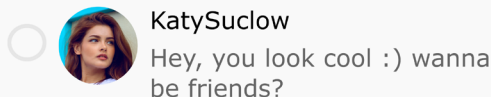
Hey, I love you lastest pic! Do you have any others? I share cool wildlife pics on page. I'll give you picture credit. Let me know

Appendix T3.3 – Educator's guidance



Message Requests

These messages are from people you don't follow. They'll only know you've seen their request if you choose Allow.



If you get messages online from someone new asking to be your friend and you have never actually met them before then block or ignore the message and tell a trusted adult.



Just seen your latest skills video, you're really talented. I'm a pro football coach. Check out my page and message me if you wanna join :)

58m Like Reply

If someone messages you offering an opportunity like being part of a pro sports team or becoming a model then check this with a trusted adult.

< 079638.....

Hey hope you don't mind me messaging you! It's Seb, Ari's friend :)

Don't think we've met before but Ari always says you are so funny

Can we chat?

Add 079638... to your contacts?
Add to contacts **Block number**

Friends of friends are still strangers.

Some suggested strategies:

- Check with your friend how they know them. For example is it someone they actually know and have met before?
- You can always block them to stop them from messaging you again.
- Tell a trusted adult and ask them to help. They can help you decide what to do with messages from new people.

Danny Jay
Active now



Hey, I love your latest pic! Do you have any others? I share cool wildlife pics on page. I'll give you picture credit. Let me know

Opportunities like this can sound exciting but check with an adult first before sending pictures and videos to someone online.

If they ask for pictures or videos of you then that is not okay. Make sure you tell a trusted adult, block and report them.



Appendix T3.4 – Online roleplay scenarios

Cut out and hand out

SCENARIO 1 – Trusting an online advert for a modelling opportunity



Act out the following:

Jen and Riz are at Jen's house working on a photography project. Jen becomes distracted and starts to upload some pictures of herself on social media. Riz thinks Jen posts too many pictures of herself but Jen disagrees. As Jen is about to upload another picture, something online catches her attention. It is an advert for a modelling agency. It says they are looking for new models and anyone can get in touch. All she has to do is email them a picture of herself. Jen is excited and sends them a picture.



Freeze the role play here!

Educator led questions:

- Do you think it's ok for Jen to go ahead and send the picture?
- What should Jen do before she sends the picture?
- What advice could Riz give Jen?
- If we did a re-run of the scene, what could Jen change?



Now, replay the scene with the new ending.

SCENARIO 2 – Trusting someone online who says they know your friend



Act out the following:

Davey and Asher are friends at the swimming club they go to. They are also friends on social media as it is a good way of keeping in touch because they don't go to the same school. One day, the two friends are having an online chat about a new movie and planning when they can go and see it. Davey notices that he has received a private message from someone so ends his chat with Asher. The sender of the message says that he is friend of Asher's and has got in touch because they think they might go to the same school. He also thinks they live near each other and says it would be great to meet up. Davey thinks this is a great idea and replies to the message.



Freeze the role play here!

Educator led questions:

- Do you think it is safe for Davey to trust that the person is a friend of Asher's?
- What would be the safest thing for Davey to do here?
- What could Davey say in his reply message?
- If we did a re-run of the scene, what should Davey do?



Now, replay the scene with the new ending.

Appendix T3.4 – Online roleplay scenarios

Cut out and hand out

SCENARIO 3 – Trusting a stranger online with your personal information



Act out the following:

Aisha is a keen gamer and is part of an online gaming group. Her gamer tag is Flame1995. She doesn't know any of the people in the group in real life but feels like she knows them really well. When playing one day, she gets a message from one of the players who tells her that she is a brilliant gamer and should join this other gaming group they are part of. Aisha is a bit bored with this game and agrees. The other player says that they need her log in details to get her set up. She sends the details but straight away she is worried so decides to go and talk to her friend for advice.



Freeze the role play here!

Educator led questions:

- What should we be careful of when creating a game tag?
- Is it ok to trust people you only know online if you've been chatting for a while and have lots in common?
- If you were Aisha's friend, what advice would you give her?
- If we did a re-run of the scene, what should Aisha do?



Now, replay the scene with the new ending.





Teaching point activities

Recognising edited content online and motives behind editing content



During this teaching point, young people will be looking at edited content online. They will recognise the signs that something is edited, and explore why people might choose to edit something online and how it might make others feel.

Before approaching the teaching point activities, it may be beneficial to use the starting point discussion questions to ensure young people are clear on what we mean by 'trust' and 'motives.' There is a supporting activity with both starting point discussions which can be used as well. You will also find an activity exploring the difference between public and private, within the **'Understanding young people's use of technology and the internet'** section of this toolkit.

What will the young people learn?

- Some content online is edited.
- Examples of what edited content looks like and how to recognise it.
- Why people choose to edit content and how it might make people feel.

Below you will find 3 ways of approaching this teaching point with young people who have special educational needs. Each activity has been designed to explore the teaching point learning objectives with young people, using different learning styles, so that educators can select the most appropriate activity per student. Alternatively, an educator could choose to run all 3 activities as a small unit of work, providing repetition to the learning in order to reach concrete understanding.



Activity 1 *This would suit learners who prefer a more discussion-based activity*



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - 'Take a closer look' PPT

This activity allows young people to look at images they may frequently see online and decide whether they are edited or not. There are discussion questions at the start and end of the PPT along with some top tips.

How to run this activity:

1. Display the **'Take a closer look- Recognising edited content online' PPT** on the board for young people to see.
2. As a group click through and begin by answering the initial questions about what edited content means and if they have seen edited content online.
3. Click through each of the examples and take a vote on whether the young people think it is real or edited. Take their reasons why and click to reveal the answer.
4. On each of the slides you will find some of the ways in which the image has been edited.
5. After discussing each example, spend some time reflecting on the questions at the end of the PPT around why someone might choose to edit an image, the positives and negatives of editing, and how seeing edited content makes us feel.
6. Finish by reading the top tips on the final slide. Remind the young people of the adults they can turn to if they feel worried, confused or upset about seeing edited content.





Activity 2

This would suit learners who prefer a more written-based activity



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - Appendices T4.1a + T4.1b

This activity allows young people to see the difference between an original image and one that has been edited. It shows that sometimes the things we see online are not a true reflection of the real person or place.

How to run this activity:

1. Explain to the group that you will be looking at some edited images. Ask the group what the word edited means and gather some responses.
2. Ask the group if they have ever seen edited image online. What kind of things have they seen?
3. Hand out the worksheet **Appendix T4.1a** to the young people individually or in pairs.
4. Look at the first example together and ask the young people to decide which photo is the original, and which photo has been edited. Ask the young people if they can spot the differences between the original image and the edited image. Ask them to circle any change(s) and write down around the image what they think has been altered.
5. Allow the young people to work through the further examples alone, or in groups, by circling the differences on the edited photos and writing around the image the differences they see. When they have complete the activity, get some feedback on the differences they spotted.

Discussion:

- Why do you think people choose to edit content?
- Do you think it is okay for people to edit content? Why/Why not?
- What are the positives of editing content?
- What could be the negatives of editing content?
- How does seeing edited content make you feel?

NB: An answer sheet has been provided in **Appendix T4.1b** to support educators and/ or young people.



Activity 3

This would suit learners who prefer a more active and practical-based activity



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - Devices (tablets or phones)

This activity aims to give young people a fun and practical understanding of how content is edited online. They will create their own edited images and explore the different ways they can do this using filters, emojis etc.

How to run this activity:

1. Begin by asking the young people what is meant by 'editing' a picture, focusing on how we can do this.
2. Explain to the young people that they will be editing their own photos today and trying out different filters and emojis.
3. Set some ground rules about the type of picture they can take, e.g. an appropriate picture and one which they have consent to take if it is of someone else.
4. Using school devices, allow the young people to take a photograph or selfie. This can be done individually or in groups.
5. Allow time for them to edit the pictures. This can be done using the device's existing editing tools, which can be accessed by finding the picture in the device's album and then clicking the edit button (usually found in the top right corner). Devices will have existing filters, cropping tools and the ability to change contrast and tone etc. to make the picture look different. Alternatively, you could download a free app by searching for 'photo editor' in the relevant app store. These apps often have paid for features but always carry plenty of free tools as well.
6. Once the young people have taken and edited their pictures, run a 'show and tell' discussion using the following questions:
 - How did you edit your picture?
 - Why did you choose to edit your picture in that way?
7. Finally, use the following questions to lead a group discussion about the impact of edited pictures online:
 - Why do people edit their pictures?
 - Why do you think someone might feel like they have to edit their pictures before posting them online?
 - How might someone feel if they saw lots of edited pictures online of everyone looking perfect?

Appendix T4.1a – Spot the difference (Page 1 of 2)

For each pair of images, circle or label the differences you can see.



Appendix T4.1a – Spot the difference (Page 2 of 2)

For each pair of images, circle or label the differences you can see.



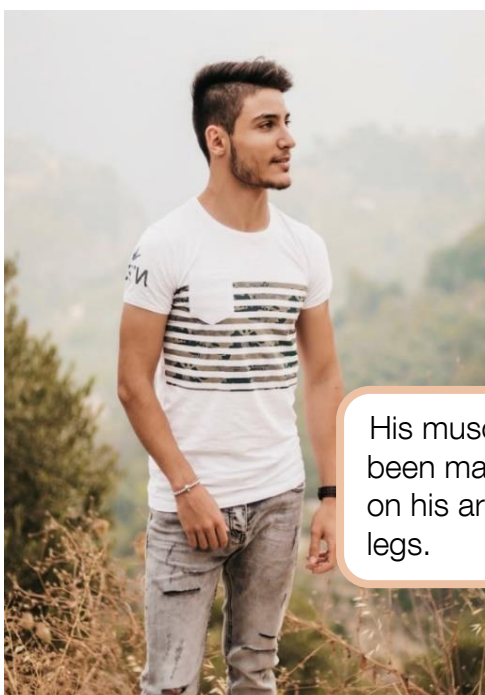
Answers



This image has been given a new background.

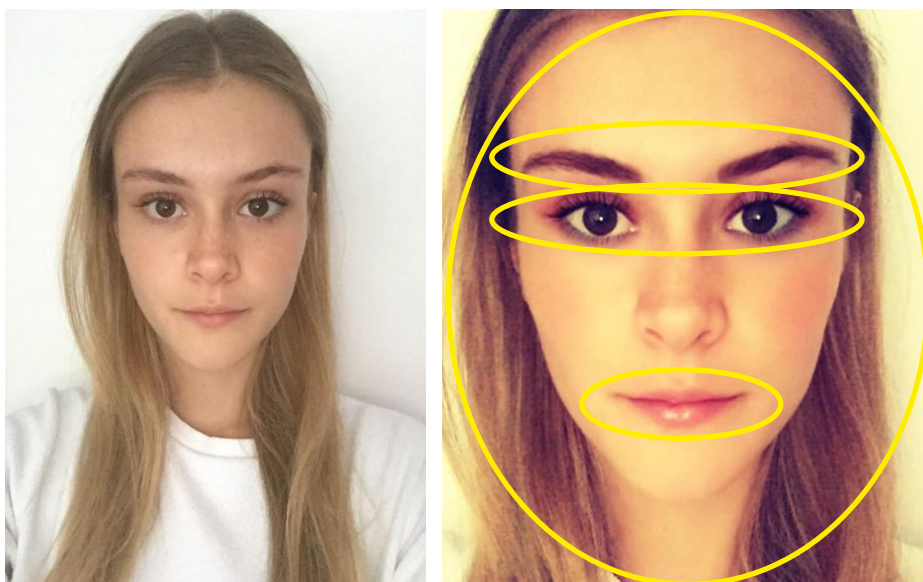
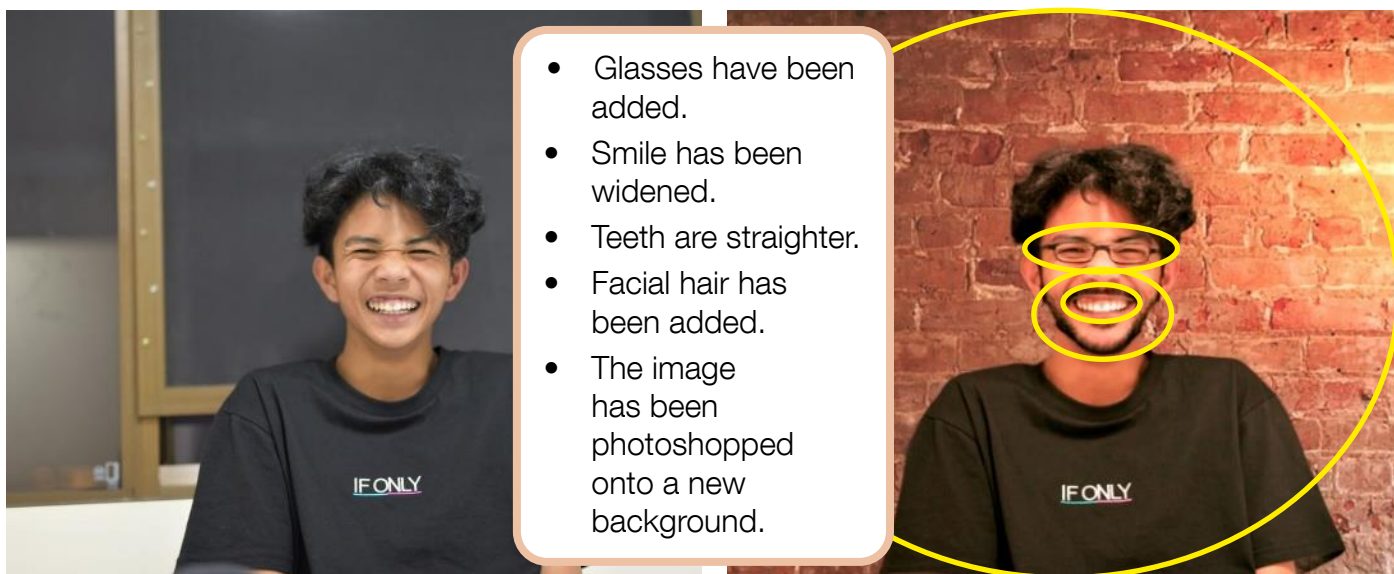


Emojis have been added and the image has been mirrored.



His muscles have been made bigger on his arms and legs.

Answers





Teaching point activities

Following links and responding to app permissions



During this teaching point, young people will be looking at links shared online and app permissions and considering whether it would be ok to click on them.

Before approaching the teaching point activities, it may be beneficial to use the starting point discussion questions to ensure young people are clear on what we mean by 'trust' and 'motives'. There is a supporting activity with both starting point discussions which can be used as well.

What will the young people learn?

- Not all links are trustworthy.
- Not all app permissions are needed for an app to work.
- You can choose to click on a link, accept app permissions or not.

Below you will find 3 ways of approaching this teaching point with young people who have special educational needs. Each activity has been designed to explore the teaching point learning objectives with young people using different learning styles so that educators can select the most appropriate activity for their students. Alternatively, an educator could choose to run all 3 activities as a small unit of work, providing repetition to the learning in order to reach concrete understanding.



Activity 1 *This would suit learners who prefer a more discussion-based activity*



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - 'Click or avoid' PPT

This activity allows young people to make choices about whether to tap and accept or avoid clicking on links and app permissions. The PPT can be completed as a game with advice after each example (x6) and a final set of 3 top tips.

How to run this activity:

1. Display the **'Click or avoid' PPT** game on the board for young people to see.
2. As a group discuss the first example and ask whether the young people would choose to click or avoid.
3. Click on the corresponding answer box to reveal whether they have got it right.
4. Then click on the box to reveal the next example and follow the same sequence for each of the 6 examples.
5. After completing all 6 examples, click to reveal the final 3 top tips.





Activity 2

This would suit learners who prefer a more written-based activity



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - Appendix T5.1

This activity allows young people to make choices about whether to click and accept or avoid clicking on links and app permissions. They can consider each example at their own pace and offer reasons for their decision.

How to run this activity:

1. Hand out copies of **Appendix T5.1** to the young people. They could complete this individually, in pairs or in small groups.
2. Allow time for them to work through each example, considering whether they would tap or avoid.
3. There is then space for them to record their reason and any advice they would give someone if this happened whilst they were online.
4. If time allows, go through the examples and discuss responses as a group.



Activity 3

This would suit learners who prefer a more active and practical-based activity



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.

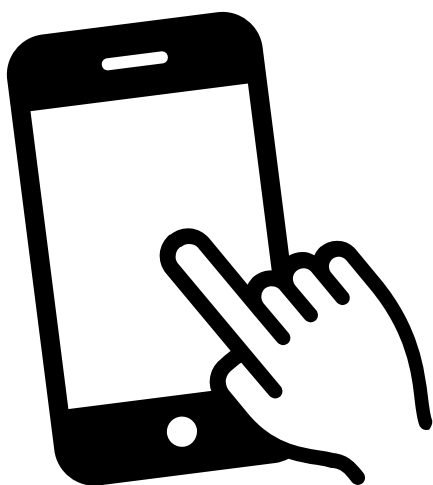


Resources - Appendices T5.2 + T5.3

This activity allows young people to go through the decisions we make when choosing whether to click on a link or accept app permissions. It will highlight that some links and app permissions are OK but some are things we need to check with an adult or not click on at all.

How to run this activity:

1. Hand out copies of **Appendix T5.2** to the young people. They could complete this individually, in pairs or in small groups.
2. As a group talk through the decision tree and how it works. You may wish to use one of the examples as a practice together.
3. Then hand out copies of **Appendix T5.3**.
4. Allow time for them to work through each example, using the decision tree to help them decide whether they should tap or avoid.
5. If time allows, go through the examples and discuss as a group.



Appendix T5.1 – Tap or avoid

Look at the examples below and choose if you would tap on them or avoid them.

Write down your reason and a top tip.



Tap



Avoid

Why?

Top tip:

"Instagram" Would Like to Access Your Contacts

This allows Instagram to let you find and connect to current contacts.

Don't Allow

OK



Tap



Avoid

Why?

Top tip:

Staaarplayer10: @Dannaa you are so bad at this game!

Dannaa: I keep trying but it's not working!

Staaarplayer10: Try these cheats they will help you!

Reply...

Appendix T5.1 – Tap or avoid cont.

Look at the examples below and choose if you would tap on them or avoid them.

Write down your reason and a top tip.



Tap



Avoid

Why?

Top tip:

Ariana JJ - This is a cool pic! I share
Lots of cool pics too **check out my**
profile 😊😊

♥ 9 👍 7



Tap



Avoid

Why?

Top tip:

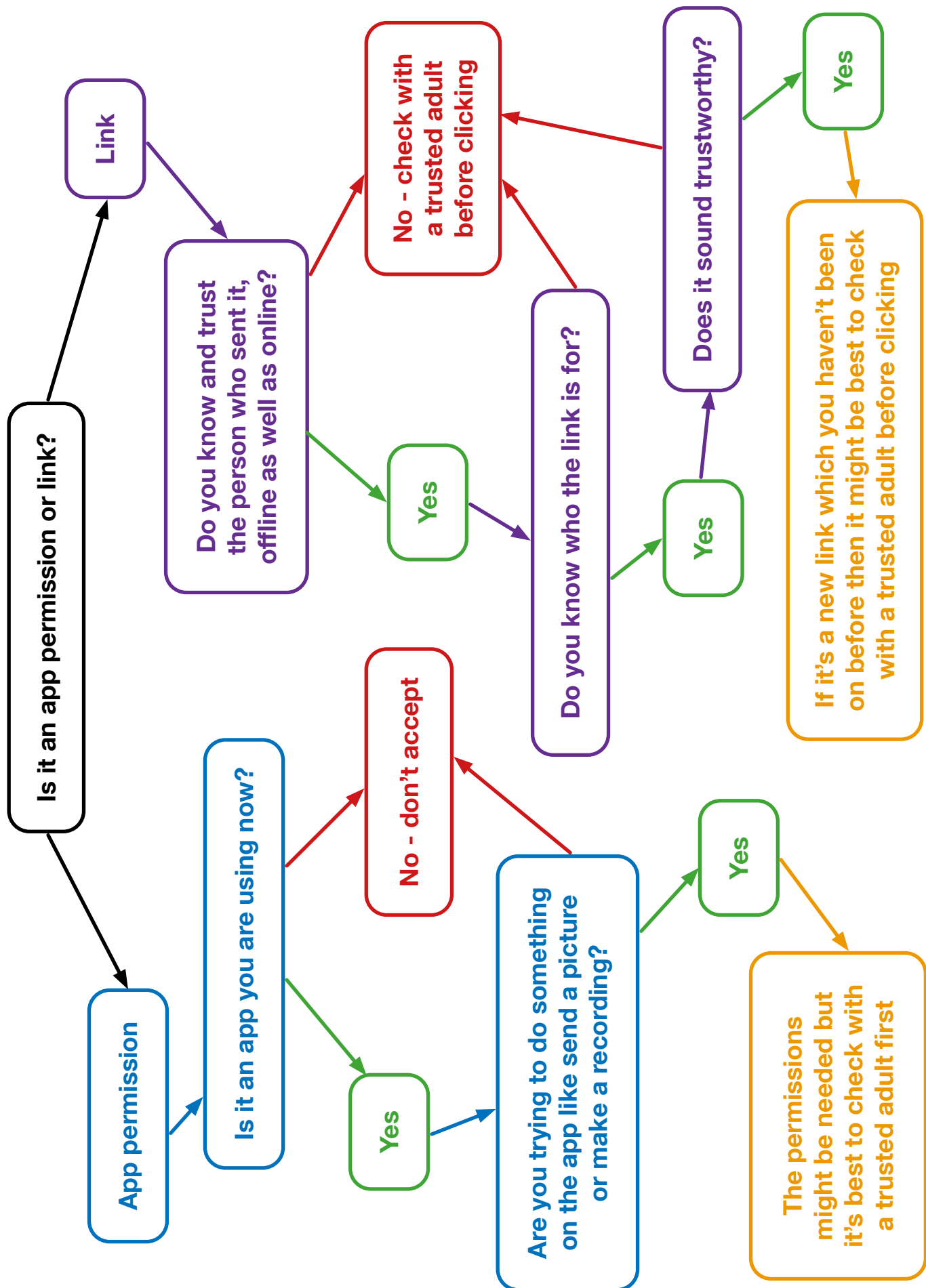


Allow **Snapchat** to
access your location?

DENY

ALLOW

Appendix T5.2 – Decision tree



Appendix T5.3 – Tap or avoid examples

Another player in a game has been sending lots of links to funny videos.

Everyone in game chat is commenting saying how funny they are.

Do you click on the link?

Your social media app has asked if they can access your microphone when you are recording a video.

Do you click ok?

Your friend has sent you a link to a website with lots of information about things you are both interested in.

Do you click on the link?

Your favourite game has asked if it can access your location but doesn't say it needs to.

Do you click ok?

Someone you only know online, but have been chatting to for a while, sends you links to some interesting stories.

Do you click on the links?

You see a link shared within a game offering free gems and extra cheat codes for free. You don't know the person who has sent it but lots of people have been sending the same link.

Do you click on the link?