



Lesson 1: Online Contact - Can you trust everyone who contacts you online?

Target audience: Upper Key Stage 2 (9-11 year olds)

Lesson aim: To highlight to young people that other people may seek to persuade them online and that not all online contact is trustworthy

Learning objectives:

- Students can recognise that it is their own choice to accept something online
- Students can recognise ways that people may seek to persuade them online
- Students know what to do if they have any concerns about something they experience online

Timing:	45 minutes	Key words:	critical thinking, fact, opinion, trust, sources, checklist
Resources:	PowerPoint, Appendices	Preparation:	Photocopy enough worksheets, familiarise yourself with the recommended reading in the guidance

Lesson outline

Lesson outline	Description	Resources	Class set up	Timing
Starter	Why and how might someone message us online?	Slides 3-4	Whole class	5 mins
Activity 1	A is for Accepting	Slides 5-8 Appendix 1	Group work	10 mins
Activity 2	Spot the motives	Slide 9-12	Group work/Whole class	10 mins
Activity 3	What are we looking for?	Slide 13 Appendix 2	Whole class	10 mins
Activity 4	Public vs private	Slides 14-15 Appendix 3	Group work	5 mins
Plenary	T is for Tell	Slides 16-18	Whole class	5 mins



Before you begin

It is important to establish a safe learning environment that students feel comfortable and able to participate in. You may wish to review your seating plan and set clear ground rules for the sessions. More information and guidance on this can be found in the Teachers Guidance document on page 3.

Starter: Why and how might someone message us online?

5 minutes

Begin on **slide 3** by asking the students to discuss their favourite ways of communicating online. This may be through messaging apps, by using in game chat functions or via video chat. Explain to them that today we will be thinking critically about online chat.

Show the class the question on **slide 4**: 'Online chat – What do you know?'

Either as a class discussion or recorded in mind maps, ask the students to share everything they already know about online chat. Considering the following (with suggested answers);

<u>Why</u> might someone contact you?	<u>How</u> might they contact you?	What might they <u>send</u> you?
<ul style="list-style-type: none"> To chat to you To organise something To ask a question To send you something etc 	<ul style="list-style-type: none"> Direct message (DM) Messaging app Through a game Call or text etc 	<ul style="list-style-type: none"> Something funny like a joke A link to click on Videos or pictures to look at Requests or invitations to join games etc

Activity 1: A is for Accepting

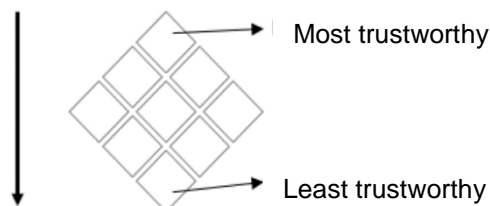
10 minutes

Explain to the class that when someone sends us something online (be it a message, a link, a photo or a file) we have a choice as to whether to **accept** it e.g. we can choose to open an unread email, choose to click on a link or choose to open a file.

Explain that they will now see some different messages (**slide 5**) that have been sent to them and it is up to them to decide whether they would accept (or trust) what is shown (i.e. would they click on a link, or a file, or generally believe what they see in the message?)

Quickly go through the messages (and read them out/explain what they show if necessary) on **slides 6-8** and ask the students to make a quick decision for each one as to whether or not they can trust it. They can show their answers by giving a **thumbs up/thumbs down** to indicate if they trust it. After showing all the messages, explain the Diamond 9 activity (**Appendix 1**) to them.

In small groups of 4-6, the students must cut out the nine messages and arrange them into a diamond shape, in order of trustworthiness:





Give students around 5 minutes to look through the messages and sort them by trustworthiness. Encourage them to think about the factors they considered when making their decisions (e.g. who it was from, what they might have wanted me to do, does it look real, etc.)

Come back together as a group and discuss their decisions. There are technically no right or wrong answers to this exercise but the following points might come up for discussion:

- Messages from people we know might be more trustworthy e.g. a link sent by text from Mum is probably more trustworthy than a link shared by a stranger.
- Links shared by people in the comments section on video sharing sites, answer sites etc that anyone can view publicly might not be reliable, nor lead to reliable sources of information.
- Following an unknown link or opening an unknown file could end up with you seeing something offensive or inappropriate, or even upsetting or frightening. These things can't be unseen!
- Following unknown links/opening sent files may result in viruses or malware being downloaded to a device, which may then steal personal information or delete important files, or stop devices operating completely.
- Links to sites that students have never heard of might be deemed less trustworthy than sites they are familiar with.
- Some messages aren't sent by people; they might appear on a website, game, app or device and require a response e.g. the App permissions message is asking you to decide if you trust the app with seeing your photos, using your microphone or knowing your physical location.
- Some messages are actually adverts that want you to click on them to take you to look at a product or service.
- Some messages might be scam messages designed to trick people into giving away their passwords or other personal information e.g. the Minecraft forgot password message.
- Messages that invite you to connect with someone online (e.g. add them as a friend/follower or add them to a contacts list) should be considered carefully; can you trust the person making the request?

Supporting students with additional needs: You may wish to choose 4 sources of information to create a diamond and begin by going through where they are from and what they are asking. These same 4 could then be discussed in the following activity as well.

Activity 2: Spot the motives

10 minutes

On **slide 9**, explain to the class that there is always a reason or a motive behind why someone does something; this is true offline and online. This motive could be positive or it could be negative. Sometimes people will act in a nice way towards us in order to get what they want, rather than what is best/right for us.

Share an example with them that they will likely have personal experience of: giving their parent/carer a hug then immediately asking for something!

Go through the Diamond 9 messages again (either in small groups or together as a class) and ask them to decide what the motive or reason might be. They may wish to consider:

- Which messages have a positive motive?
- What is the sender trying to get from them in return?
- Which messages have motives they are unsure of (e.g. they could potentially be positive or negative)?

Run through **slides 10-12** and collect suggestions for each message. A possible motive has been provided for each message, but this does not necessarily reflect the true motive. It is important for the



students to consider that sometimes we just don't know what the true motive is, so we need to make decisions that keep us safe rather than put us at risk. The best way to do this is to **not accept** the desired action of the message (e.g. click the link, add a person as a friend).

Activity 3: What are we looking for?

10 minutes

Ask each group to spend 5 minutes making a checklist of things they would look for when judging how trustworthy an online message is (slide 13). They can use the checklist in Appendix 2 to record their ideas. They may require some examples to get them started so some of the following could be shared with them or used as prompts:

- **Who sent the message?** Is it from a person you already know and trust offline e.g. family member or school friend? If it is from someone you have been chatting to online for a while, are they now more trustworthy?
- **What do they want me to do?** Is it to give a response (e.g. answer a question), click on a link, agree to something or to download/open a file?
- **What is their possible motive?** Are they trying to help me, tell me something, and give me something? Why are they doing this; what's in it for them?
- **What could happen if I accept?** What might I see? What might happen to my device?
- **Does it look believable?** Have I really won that competition I never entered? Does that email look like it's from the makers of my favourite game?
- **Are there any clues that help you question the trustworthiness?** E.g. is it an 'official' message from an unofficial source? Are there spelling/grammatical errors that might suggest it shouldn't be trusted?

Activity 4: Public vs private

5 minutes

Chatting and messaging someone online can happen in many different ways. Sometimes the messages we send or receive are public, so visible by anyone on that account, and sometimes they are private, meaning they are sent to either one person or a selected group. Both public and private chat can be a great way to chat to others online, but why do people choose different ways to communicate?

Begin by discussing the Venn diagram on slide 14. Discuss with the students all the different ways they know of and have used to chat online to others. Clicking through the slide ask them to consider what the motive is behind sending something publically or privately, eg

Public – Everyone can see this. An example of a public post might be congratulating them or wishing them a happy birthday.

Private – Only selected people can see this. For example you might want to discuss your birthday party plans privately with a select group of friends.

In small groups or pairs, hand out appendix 3 and ask students to match the reasons for messaging to whether they think it would be sent as a public or private message (slide 15).

Points to consider

1 – Happy birthday – This is most likely from a friend or family member, unless you have shared your birthday publically. People could wish you happy birthday publically or privately depending on which method of chat they use.

2 – Do you want to come to the park on Saturday? – This may be sent as a private message as it is discussing plans and a location. Be mindful that this message does not give away whether it is a friend or stranger. Remind the students that if anyone who they only know online asks to meet up with



Thinking critically about what you see online

them then they must tell an adult. They can also block and report the contact on the service or make a report to the police via CEOP's website www.thinkuknow.co.uk

3 – Thanks for letting me join! What's your name? - This again could be both but as the person is asking a question to only you, it is most likely private. Remind students of the important of not giving out personal information online, especially to people they do not know in the real world.

4 – Check out this link - This is most likely public as the sender would want people to click and follow the link. Remember not all links can be trusted as it may be a virus or something worrying or upsetting.

5 – Will you be on Roblox later? - This is most likely a private message as it is asking a direct question.

6 – I've lost my diary!! What was the maths homework again? – This is most likely private and from someone you know at school.

Feedback as a class focusing on why they think each message would be sent in this way. Consider the following;

- Does sending a message publically instead of privately make a difference?
- Should all messages be only public or private?
- Does sending a private message mean only that person/s will see it?

Supporting students with additional needs: You may to relate these messages back to how the students would ask the questions in the real world, eg would you ask only that person or the whole class. This will then allow you to discuss the difference between a public and private message online.

Plenary: T is for Tell

5 minutes

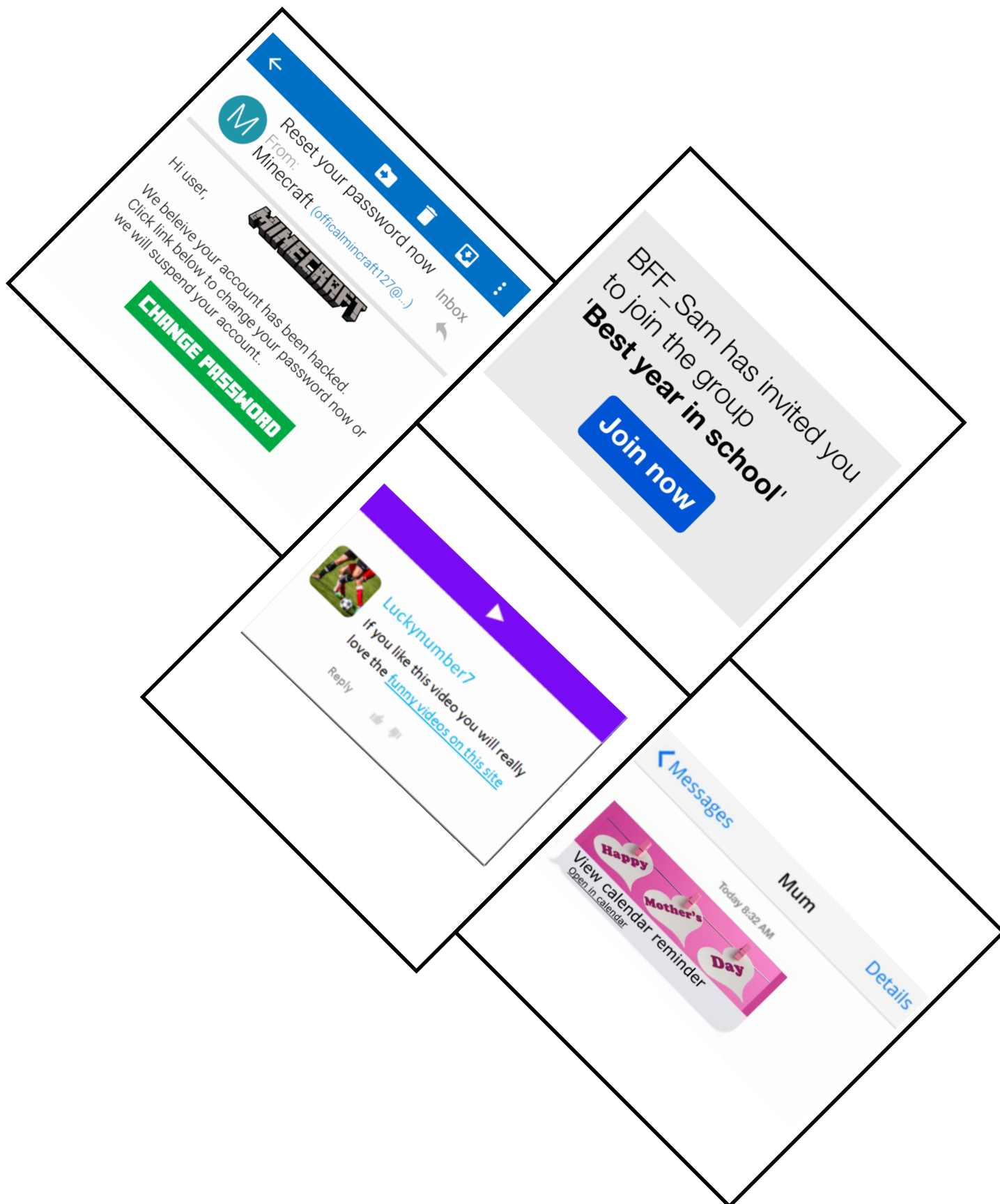
Time to reflect

Critical thinking isn't about rejecting all online contact but instead about taking the time to question who has messaged you and what they are asking. After everything they have discussed in this lesson, ask the students to reflect on the question 'does this mean everyone has a bad motive online?' and offer advice to someone who may be feeling this way ([Slide 19](#)).

Remind your class that not everyone online is reliable but most of the messages we receive are usually from people we know and trust or from other players about a game. It is important to always think critically about the contact we receive online, and if they are unsure about anything they have received or it worries or upsets them online, they should talk to someone as soon as possible.

Show [slides 17-18](#) and remind students that if they are ever unsure about anything they see, receive or experience online then they should always **tell** someone. Discuss as a class who they could turn to for help. **T for Tell** forms one of the SMART rules. They can learn more about the rules at www.kidsmart.org.uk.





Thinking critically **about what you see online**

My Checklist

Clues that **someone** might not be trustworthy or reliable online:

My Checklist

Clues that **someone** might not be trustworthy or reliable online:

Thinking critically **about what you see online**

Public vs Private

Task

Decide whether you think the following messages would be sent publically or privately and record the number in the boxes below.

1

Happy birthday!! xxxx

2

Do you want to come to the park on Saturday?

3

Thanks for letting me join! What's your name?

4

Check out this link

5

Who will be on Roblox later?

6

I've lost my diary!! What was the maths homework again?

Public message

Private message

Discuss with your partner - Why have you chosen to put the message in this box?