

Quick Activities KS2

Target audience: 14-18 years old

Below you will find quick activities to accompany our in-depth lesson plan to support the theme of **'Create, Connect and Share Respect.'**

Through our screens

Using **Appendix 1** ask young people to think the way that going online can make people feel. The idea here is to use and develop their ability to empathise with others.

Young people should write down the 5 emotions they most associate with going online on the bottom of the screen in the app boxes. They should then use these emotions as a stimulus to write about how going online can make us feel and why.

Alternatively you could ask them to complete it as somebody else. You could use a recent news story or they could respond as someone who loves going online or someone who is being cyberbullied.

Ways to follow this up:

You could ask a young person to say one of the emotions they selected and for the others in the group to put their hands up if they also chose this emotion to show how common this is.

Depending on your group, you could ask young people to put their hands up if they have experienced that emotion themselves online and give them a chance to talk about this.

You could have a discussion around the differences between empathy and sympathy and use the start of this talk from Brené Brown to start or add to the discussion. It is recommended to watch the video beforehand to decide if it is suitable for your group. The main message of the video is captured from 0:00 to 1:30; be aware that the video then goes on to mention some problems that typically affect adults.

The video deals with empathy and sympathy in broad terms so it is important to encourage young people to think about this in terms of online behaviour; is it the same/different?

www.youtube.com/watch?v=1Ewgu369Jw

Digital myth or digital truth?

Using Appendix 2, ask young people to sort the statements into digital myths or digital truths. Discuss with them the impact of these digital myths on how people feel and the choices they make online.

SID TV

Watch the SID TV video for 14-18 year olds. Discuss the themes mentioned in the film about friendship and how online actions make us feel.



www.saferinternet.org.uk/sid-tv

My online hero – 3-9-27

Ask learners to write down a short soundbite about someone who inspires them online. It could be a vlogger they follow or a body positive campaigner on social media. The skill is to be clear and concise so that lots of people can share their online hero.

3-9-27 means they need to make 3 points that they can say in 9 seconds using up to 27 words.

Give the learners about 5 minutes to prepare their statements and you could use a timer to keep them to the time limit of 9 seconds.

Quick Activities KS2

Target audience: 14-18 years old



Managing your time online

According to Ofcom's annual Media Use and Attitudes Report, in 2016 young people between the ages of 11-15 spent on average 20 hours and 6 minutes online each week. This time could be spent doing anything from entertainment, to finding things out or communicating with others. However, we all have our own triggers to tell us when we have spent too long online. These might be physical things happening to our bodies like headaches or sore backs, changes to our moods or even noticeable changes to the device itself like reduced battery or overheating. Discuss what happens to you when you know you've been online for too long and create a list of ideas for what you can do and another for how the device itself can help, e.g:

You could – set a timer for the how long you are going online, speak to someone, take regular breaks etc.

Your device could – be charged in a family room like the living room, be put aside at mealtimes, be put on night time modes and settings if possible on your device.

How to post positively

Using **Appendix 4** ask the young people to reframe the negative online choices by using positive choices and advice instead. Discuss with them the positive choices we can make online and how we can make these part of our everyday lives.



Let's get voting!

Use an online voting/polling website to allow the young people to vote or rank the relevance of online issues. You could use the system to have the following discussions;

- How do we connect online?
- How can we share respect online?
- What positive experiences have you had online?
- How do you respond to negative experiences online?

The groups could come up with their own options to choose from, or you could offer them a choice of 5 or 6 answers to select.

You could use the information to inform future discussion topics and suitable advice to give in order to support the young people.

Moral Compass – Avoiding conflict online

Using **Appendix 3**, print off the moral compass points and post them up around the room. Then read each dilemma below to the young people and ask them to move to the point which best suits how they feel about it. Discuss their reactions to the dilemmas and methods they already use for avoiding conflict or negative situations online. Remind them of the importance of speaking to an adult if something ever does worry or upset them online.

- You receive a mean comment under your picture and respond straight away underneath it
- Someone sends you a screenshot of someone else's post and makes a joke out of it. You share it on with your other friends
- You share a joke online but some people don't get it and start to write some angry comments underneath
- Posting a filtered image.



6 February 2018

Appendix 1

Quick activities

Through our screens

Task: Reflect upon how going online makes people feel.

1: In the app boxes at the bottom of the screen write down 5 emotions.

2: On the main screen describe in detail why someone would feel these emotions when going online.



Appendix 2

Quick activities

Digital myth or digital truth?

Task: Sort the statements below into digital myths or digital truths. Considering whether you think the statements about online life are true or false.

The more followers you have the more popular you are

Everyone is happy online

The internet is a great source of information

If you don't get likes on your picture then you should delete it

If you don't upload a picture then it didn't happen

It's more important how you look online than offline

Emojis help us to communicate feelings online

You can tell when someone is joking online

Everyone loves social media and being online

The internet impacts on your sleep



6 February 2018

Appendix 3a

Quick activities

Digital myth or digital truth?

Moral compass avoiding conflict online

**You can
do it**

**You
shouldn't
do it**



6 February 2018

Appendix 3b

Quick activities

Digital myth or digital truth?

Moral compass avoiding conflict online

**As long as
you don't
get caught**

**What's the
big deal**

Appendix 3c

Quick activities

Digital myth or digital truth?

Moral compass avoiding conflict online

**It's up to you
and no-one
can tell you
not to**

**I don't know
if it's right or
wrong**



6 February 2018

Appendix 4

Quick activities

How to post positively

Task: Read the online choices below and give a suggestion for how they could be improved in order to encourage positive posting.

Instead of this...

Someone writes something mean under your post so you respond and defend yourself straight away

You don't receive any likes on your picture so you delete it

Everyone seems to have more followers than you, so you change your account to public

Everyone's pictures look really good so you start to edit yours before posting

You send your friend a message but they still haven't responded even though they have been online so you get really angry

You see that your friend has shared online that they are feeling down but you ignore it

You see that your friend always gets loads of likes on their pictures so you think you're not as good as them

Try this.....