# Lesson five: My rights and responsibilities

## Lesson aim:

Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.

## Learning outcomes:

- I can identify personal information that is shared online
- I understand how quickly personal information and photographs can be shared online
- I know I have a responsibility not to share my own or other people's photographs online

## Resources required:

- Resource Sheet: Mobile phone templates (printed onto card)
- Paper and pens
- Toothpaste

## Key words: personal information

## Teacher notes:

This lesson is designed to raise awareness of the very real risk of sharing personal information and images online. It is important to teach this without frightening pupils, causing guilt or unrealistically suggesting pupils should not share any information online. People of all ages like to document their lives online. Children need the skills to do this as safely as possible. The focus of this lesson is to encourage pupils to think about how quickly their information can be shared outside of their control, focusing on the importance of thinking before sharing.

This lesson could lead to disclosures so ensure that pupils know what to do if they want to speak to someone about something that has concerned them online and that you are familiar with the safeguarding policy and procedures.

## Begin the lesson by...

Explaining to pupils that the internet is a wonderful, and exciting resource that can be used in lots of different ways. Reassure pupils that this lesson is not to make them feel anxious or scared to use the internet. It is to ensure they know their rights and responsibilities to use it safely, to protect themselves and other people. Be mindful of pupils who do not have any experience of using the internet. Remind pupils of the working agreement, especially not naming other pupils when sharing scenarios and how to talk to someone if they have any concerns.

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# Activity one: Who uses what?

Ask pupils what online games and social media apps they like to use, if any. Write each one on a separate large sheet of paper.

Lay the sheets out on different tables. Tell pupils to circulate around the class and tick the sheet if the example is something that they use. Ask pupils to write on the sheets what type of information can be shared on the app.

**Suggested answers may include:** *name, location, photographs, email address, age, videos*

Once pupils have finished circulating ask them to return to their seats. Display the sheets at the front of the class. Discuss the many ways and types of information that the class are sharing about themselves with other people.

**How do you know who you are sharing your information with? How do you know if that person shares your information with someone else?**

# Activity two: What is shared, is always shared

Divide the class into small groups. Provide each group with a tube of toothpaste and lay a sheet of paper in the middle of their table. Ask pupils to take it in turns to give an example of the type of information they have shared about themselves online, squeezing some of the toothpaste out of the tube onto the piece of paper in the middle of the table, to visually represent this information. Remind pupils not to share names or specific examples. It can be phrased as 'I have shared my name and location on…'.

Ask the class to stand up. Tell them to imagine that they have all sent a photograph of themselves to someone else online. Ask 1/3 of the class to sit down. Explain that the pupils that have sat down represent the proportion of photographs that are shared appropriately. Explain that the pupils left standing represents the proportion of photographs that people share, that are then shared further online without their permission, to people that they do not know.

Ask pupils who are sitting down to share how they feel knowing their photograph is safe.

Ask pupils who are standing to share how they feel knowing that their photograph is being looked at by other people, who they do not know.

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Give each pupil a copy of the mobile phone template and ask them to draw an image that represents the type of photograph that some people share with each other. Ask 1/3 of the class to draw a red dot on their phone, 1/3 of the class to draw a blue dot on their phone and 1/3 of the class to draw a green dot on their phone.

Tell pupils to circulate around the classroom and when you say, 'share your picture' they must show their picture to the pupil they are stood nearest to. If the pupil has:

**Red dot on their phone:** they must write the name of the other pupil on the back of their phone.

**Blue dot:** they must write the name of the pupil and one more name from the back of the other person's phone (if the game has been played long enough for them to have one).

**Green dot:** they must write the name of the pupil and all the names from the back of the other person's phone onto theirs.

Repeat this process four times.

**Explain that:**

- Pupils who had a red dot on their phone represented someone who would not share the picture with anyone else.

- Pupils with a blue dot on their phone represented someone who would share the photo with the next person they met.

- Pupils with a green dot on their phone represented someone who would share the photo with everyone.

Tell pupils to return to their seats. Ask the first pupil in the register to stand up and say which four pupils they shared their photo with. Ask these pupils to stand up. Ask every pupil who has the name of the first pupil who stood up to stand up if they also have the first pupils name on the back of their mobile phone. Tell the first pupil to write the number of people who stood up on the back of their mobile. Tell everyone to sit down. Repeat for every pupil in the register

**?** **Who had the most shares and how this might make them feel if this had happened in real life? Who had the least shares and how this might make them feel if this had happened in real life?**

# ✏️ **Activity three:** The return of the toothpaste!

Tell pupils to return to the toothpaste activity, in their groups. Reflecting on the type of information they shared, ask them to imagine that they do not want the information that they shared to go any further, so they would like to get it back. Tell pupils to take it in turns to get some of the toothpaste back into the tube.

Explain how in the same way it is not possible to get the toothpaste back into the tube, it is not possible to get back anything that is shared online. Remind pupils that anything can happen to personal information, with or without their permission. That they have a responsibility to think about the information they share, and this includes information that is shared with them about other people.

Tell pupils to pair, square and share something that they could do if:

• Someone shared a photograph of them without their permission

• Someone shared a photograph of another person with them without their permission

• Someone sent them a photograph of someone else without their permission

Summarise key points from the feedback and highlight effective strategies for responding to information. Reassure pupils that it is always the right thing to tell an adult they trust if they are worried about information that someone has asked them to share or information that they have already shared.

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# 📄 **Extension:**

Ask pupils to think about the type of gadgets they use to access the internet, online games and social media. This could be a computer, mobile phone, tablet etc.  Tell pupils to think about a useful accessory for this. This could be a mouse mat; phone cover; tablet protector etc. Tell pupils to design an accessory that promotes the message of being 'share aware' aimed at keeping people of their own age safe when they are enjoying using online games and social media.

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**Finish the lesson by:**

Providing pupils with an opportunity to ask questions. Ask pupils to tell you something they could do if someone asked them to share information about themselves, or someone else whilst they are online. Remind pupils that it is important to think before they share. Tell pupils that taking, receiving and sharing a photograph of themselves or someone else's 'private parts' (penis, bottom, vulva, breasts) is illegal, but that this law is designed to protect children and young people. Reassure pupils that it is important to tell someone if they are involved in a situation where anyone asks them to share personal information or photographs of themselves. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.

## Assessment:

**Activity one:** Pupils correctly identified a range of media platforms in which they share personal information about themselves, including the types of information that can be shared.

**Activity two:** Pupils identified how quickly information about them can be shared online through a fictional picture sharing activity and considered how this might make them feel through discussion.

**Activity three:** Pupils considered the way online sharing can be outside of their control, reflecting on the wide range of ways that this may make them feel, including their responsibility to protect their own and other people's information and images.

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