

Managing Online Information : What to do if you see something upsetting online

<https://www.bbc.co.uk/teach/articles/zmstg2p>



Type of resource

Video (2mins 37 secs) Article (1min 30 secs read)

Learning objectives

- 'I can explain how people can **represent themselves in different ways online**'
- 'I can describe issues online that could make anyone **feel sad, worried, uncomfortable or frightened**. I know & can give examples of **how to get help, both on & offline**'
- 'I can explain the **importance of asking until I get the help** needed'
- 'I can describe **positive ways for someone to interact with others online** & understand how this will positively impact on how others perceive them'

Content summary

This video explains how to deal with upsetting, worrying or scary stuff that you might see online. It gives the following guidance:

- Remember you are in control – you can stop before you click, close it down, delete it
- Block it and report it – block the user, report to the platform
- Don't pass it on – don't send it on to others
- Check device and privacy settings – don't give out personal details, don't accept friends you don't know in real life
- It's not real – challenges and scary threats are not real, you don't have to take part
- Tell an adult – talking to someone you trust will help
- Get further help – ChildLine is available 24 hours a day

Glossary

- **Challenge video:** a type of online video posted on social media that challenges you to carry out specific tasks
- **Block:** to cut off online communication with someone: they cannot contact you or see your posts and you can't see theirs
- **Digital Platform:** A digital service that provides an online place or system with tools and apps
- **Content:** the material that people put online – including video, text, image, animation, sound
- **Device:** a machine designed and built to carry out specific tasks – often used to mean electronic or digital device
- **Privacy settings:** the settings on an app or platform that control who can contact you, see your profile and posts, tag you etc

Topic introductions and starters	<p>Before the video:</p> <ul style="list-style-type: none"> • Ask pupils to write down their current understanding of the key phrases & words from the glossary <p>After the video:</p> <ul style="list-style-type: none"> • Check new understanding of the key vocabulary & correct any misconceptions – note any other non-technical words that might need clarification and make a class glossary • Rewatch the video and note down the main points raised using a note taking grid with the headings from the article
Discussion points	<ul style="list-style-type: none"> • Does horrible stuff sometimes get more likes online? To get attention...to get likes...to make them look cool... • Is it better to post positive things that are fun and make people look good? But horrible stuff gets more likes... • Have you ever heard of anything actually happening to someone as a result of not doing an online challenge? Don't believe rumours...people only say this kind of thing to get attention... you can check to see if it is a hoax online... • Should you feel bad about blocking someone? Blocking them takes away their control and gives it back to you... • Why is it a good idea to speak to a trusted adult when you're upset by something online? It's better to ask for adult help before things get out of hand...try explaining that you didn't look for this stuff on purpose... <p>Roleplay</p> <ul style="list-style-type: none"> • In pairs or small groups try giving advice to a friend who has seen something upsetting. Use the article heading cards as prompts for the conversation
Fillers and fast finisher activities	<ul style="list-style-type: none"> • Create illustrations for the 7 heading cards used in the article – use pencil and paper or digital media tools • Use the glossary words and other relevant vocabulary to make a wordsearch using a blank wordsearch template • Write a version of the article for younger children and/or for parents/older family members, changing the tone, vocabulary and image style to suit the different the different audiences
Signposting potential homework activities	<ul style="list-style-type: none"> • Share the video with friends & family & discuss any experiences they have had with the issues raised. • Create a crossword using the glossary words and any others to share with classmates back in school • Write a song or poem using the heading titles as the first line of each verse