

## Online bullying: Online scams: tips to avoid trolling and internet fraud

<https://www.bbc.co.uk/teach/articles/z7yy8p3>



### Type of resource

Video (1min 44 secs)    Article (2min read)

### Learning objectives

- *'I can explain that others online can **pretend to be someone else**, including my friends, and suggest reasons they might do this'*

### Content summary

- Explanation about identity theft
- Using the 'report' function
- Asking friends and family to report
- Private accounts for social media
- Telling an adult/parents if something feels wrong
- Why you shouldn't steal someone else's identity

### Glossary

- **Catfish:** someone who pretends to be someone else online
- **Fake:** not real
- **Scam:** a dishonest scheme
- **Identity:** a set of qualities that make a person who they are
- **Positive:** A force for good
- **Negative:** A force for bad

Topic introductions and starters	<p><b>Before the video:</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to write down three things they know or have heard about to do with online fakes - share with a partner and then whole class</li> </ul> <p><b>After the video:</b></p> <ul style="list-style-type: none"> <li>• Check pupils' understanding of the key vocabulary – catfish, fake, scam, identity, positive, negative</li> <li>• In pairs, write simple one sentence 'dictionary' definitions of key vocabulary – share with class, and decide on the best version</li> <li>• Watch the video together once initially and share their thoughts about what they feel about the poem/performance</li> <li>• Watch again and pause after each section - write notes about what is being communicated</li> <li>• Summarise the key points, tips and suggestions that Annie shares in the poem - are some more important than others?</li> </ul>
Discussion points	<ul style="list-style-type: none"> <li>• <b>Have you ever suspected that someone you met online was a fake?</b> What made you think that? What did you do? Did you tell anyone?</li> <li>• <b>Would you have believed it was Teddy?</b> Do you think Annie was too suspicious? Would you have asked the same questions as her?</li> <li>• <b>What would you say to someone who told you they were going to pretend to be someone else?</b> Why are they doing it? Are they lonely or insecure? Are they doing it for a joke/to try to be funny? Are they being pressured by someone else?</li> </ul>
Fillers and fast finisher activities	<ul style="list-style-type: none"> <li>• Take screenshots of the video and create a presentation with speech bubbles to be used offline</li> <li>• Write a poem from fake-Teddy's point of view</li> <li>• Write a bullet-point list of strategies that Annie mentioned in the poem</li> <li>• Create acrostic poems using words like 'FAKE' or 'SCAM' to give the first letters of each line</li> </ul>
Signposting potential homework activities	<ul style="list-style-type: none"> <li>• Share the video with family members and see what they think</li> <li>• Write your own poem about a similar issue to perform to class - limit the number of lines</li> <li>• Practice performing the poem to family members to develop confidence in performance poetry</li> <li>• Write a poem about staying safe online for much younger children with illustrations</li> </ul>