

## Self image and identity: Staying safe when you set up gaming profiles

<https://www.bbc.co.uk/teach/articles/zy87ywx>



### Type of resource

Video (2mins 06 secs)    Article (2 mins read)

### Learning objectives

- 'I can explain how people can **represent themselves in different ways** online'
- 'I can explain that others online **can pretend to be someone else**, including my friends, & can suggest reasons why they might do this'

### Content summary

- The video is a humorous look at setting up a personal profile for an online game
- It also explores how we represent ourselves online
- The characters talk about how to create an online character name and image and how that might not be like you in real life
- They explore the idea that people might represent themselves differently to their real personality and looks when they are online
- They also discuss what sort of information is safe to add to the profile and how using real-life personal information like your real name and address is a bad idea and not safe

### Glossary

- **Online Profile:** A collection of personal information that you use to describe yourself online
- **Private:** kept hidden so that only selected people can see
- **Considerate:** kind, helpful, thinking about other people's feelings
- **Genuine:** authentic, honest, exactly as described
- **Sound – (slang):** meaning OK, true, correct, right, good
- **Assure:** promise, say with confidence

Topic introductions and starters	<p><b>Before the video:</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to write down their current understanding of the key phrases &amp; words from the glossary</li> </ul> <p><b>After the video:</b></p> <ul style="list-style-type: none"> <li>• Check new understanding of the key vocabulary &amp; correct any misconceptions</li> <li>• Talk about some of the slang used – ‘sound’ meaning good etc. Make a list of slang words they use online</li> <li>• Read the article under the video and discuss the headings – link them back to the relevant sections in the video</li> <li>• Go through the video again and write down what Ainslie and Will say in two columns. Mark the sections that link to the headings above</li> </ul>
Discussion points	<ul style="list-style-type: none"> <li>• <b>How should your profile picture look? Should it be just like you?</b> Does a real photo give away too much personal information? Should you use a different picture?</li> <li>• <b>Does everyone lie online to make themselves look better?</b> Is this a good or a bad thing? Or is it somewhere in between?</li> <li>• <b>How can your personal details be unsafe?</b> It’s not as though someone would come round to your home...</li> <li>• <b>Is it ever ok to share other people’s information without permission?</b></li> </ul> <p><b>Roleplay</b> Explaining to a friend who is new to the internet the difference between private and public information</p>
Fillers and fast finisher activities	<ul style="list-style-type: none"> <li>• Create a new profile for yourself as a new character in the animation.</li> <li>• Draw a picture of the ‘real’ you and the ‘online’ you</li> <li>• Create a safe profile and an unsafe profile for a character in a book you are reading or a film you have seen</li> <li>• Make a table with two columns and fill them with examples of private and public information</li> <li>• Make a top-tips leaflet or set of information cards with advice about setting up an online profile</li> </ul>
Signposting potential homework activities	<ul style="list-style-type: none"> <li>• Share the video with friends &amp; family &amp; discuss any experiences they have had with the issues raised.</li> <li>• Make a word search or crossword puzzle using keywords from this topic for your classmates to try in school</li> <li>• Create your own comic strip or cartoon about the same or a similar issue with two funny characters exploring online safety and helping each other get things right</li> </ul>