



Lesson aim

Learners will be able to identify how and why some information online can be unreliable, evaluate the impact this can have on their own thoughts and feelings, and propose solutions for how they can both find and contribute trustworthy content online.



Lesson outcomes

Learners will be able to:

- Recognise how we place different levels of trust in different online content.
- Identify unreliable content and give examples.
- Understand that unreliable content can affect how both themselves and others think and feel.
- Share ways to find and contribute reliable online content.



Target Audience	Ages 11-14
Timing	1 hour
Resources	<ul style="list-style-type: none">• Lesson Slides for 11-14s For each learner: <ul style="list-style-type: none">• One copy of either Appendix 1A, 1B, 1C or 1D. Print enough for even distribution amongst each learner.• Printout of Appendix 2 (Slide 28) (optional)• 4 x flip-chart paper and pens (optional)• Sticky notes (optional)
Preparation	Familiarise yourself with the Lesson Slides and Lesson Plan for 11-14s. Read through the key words and definitions from Appendix 2 (Slide 29) Adapt the resources or activities required for learners of different abilities or learners with SEND. Suggestions are provided.
Key vocabulary	Trust, Reliability, Fake News, Edited, Photos, Videos, Influencer, Celebrity, Targeted Advertising, Clickbait





An internet we trust

Exploring reliability in the online world



Safer
Internet
Day 2021

UK Safer
Internet
Centre



Activity	Title	Timing	Grouping
Starter	The Unbelievable Internet	5 minutes	Whole group
Activity 1	Trust-O-Meter	20 minutes	Whole group
Activity 2	Digging Deeper	10 minutes	Individual
Activity 3	An Internet We Trust: The Pitch	20 minutes	Small group
Plenary	The Challenge of Reliability	5 minutes	Individual / Whole group





🕒 5 mins

Starter: The Unbelievable Internet

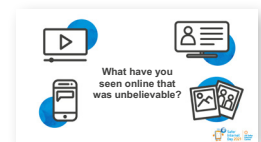
Slide 4

Start the lesson by asking learners if they have ever seen anything online that was 'unbelievable.'

Adaptations:

- Learners can share with the person next to them.
- Learners can feed back to the whole group.
- Learners can draw or write an example individually.

Explain how the internet is filled with unbelievably amazing content but some things can also be unreliable. This lesson is going to focus on online trust and the reliability of online content.



🕒 20 mins

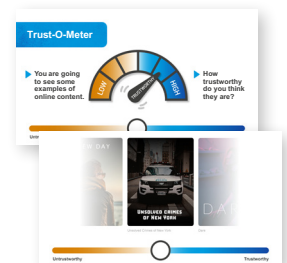
Activity 1: Trust-O-Meter

Slides 5-14

Explain to learners that they are now going to see different examples of online content and they need to decide how much they trust them. For each example displayed, ask the learners where they would place this content on the Trust-O-Meter. After each example ask a learner to share their opinion and give reasons for their answer.

Adaptations:

- Run the activity in pairs, small groups, or large groups.
- Learners cast their vote by putting hands up or writing on mini whiteboards.
- Learners judge by pointing to the image on a screen.
- Learners vote by moving around the room e.g. one side is 'trustworthy' and the other side is 'untrustworthy'.



Continued...





1

Activity 1: Trust-O-Meter

...Continued

For each example, encourage learners to identify what they are looking at and consider the following:

- **Slide 6 – Documentary:**
Who has made the documentary? What could their intention be?
Where have they got their information from?
- **Slide 7 – Friend request:**
How do you know this person, offline or online? What is their intention?
- **Slide 8 – Competition:**
Who is running the competition? Are they asking for anything from participants?
- **Slide 9 – News headline:**
What is the story beyond the headline? Is there supporting evidence/images?
Are multiple outlets sharing the story? What is the motive of the author?
- **Slide 10 – Social media post:**
Is this a paid ad or gift? Is the content edited or filtered? Is this real life or just for show?
Does this empower people or make people feel inferior?
- **Slide 11 – Message with link:**
Can you trust the person sending you the link? Have they verified the information or just sharing something they were forwarded?
- **Slide 12 – Clickbait:**
What is the intention of the post? How does it try to make someone want to click on it?

Show the question on Slide 13. This is an opportunity for learners to reflect on how unreliable content can make young people feel. Learners read the statements on Slide 14 and share which statement they agree with the most and why.

Adaptations:

- Run the activity in pairs, small groups, or large groups.
- Learners could list their ideas on paper, whiteboards or verbally.
- Some learners may prefer to think of their own statement of how it makes them feel.
- Print out Slide 14 for learners to tick, add a score out of 10 or annotate as they wish.

How does online content that scores low on the trust-o-meter affect how we feel?



Which statement do you agree with the most, and why?





2

🕒 10 mins

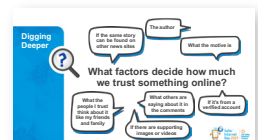
Activity 2: Digging Deeper

Slide 15 – 18,
with Appendix 1
– Slides 24 – 27

Show the question on Slide 15. Give learners the opportunity to describe how they would evaluate the trustworthiness of online content before clicking through to show some ideas.

Display Slide 16 and explain to learners that they will now be digging deeper into four different types of online content that could be potentially unreliable.

Appendix 1 (Slide 24– 27) includes four worksheets that focus on each of the four topics: fake news, edited images and videos, influencers and celebrities, and targeted advertising. Print out copies of each, and give each learner one worksheet, ensuring the four topics are handed out evenly amongst the group. Give learners time to fill out their sheet.



Adaptations:

- Pre-teach some key words e.g. fake news, clickbait. See Appendix 2 – Slide 28 for a list.
- Provide learners with the key words list (Appendix 2 - Slide 28).
- Run the activity in pairs, small groups, or large groups.
- Choose one topic to focus on as a whole group.

Show the question on Slide 17. This is an opportunity to reflect on how these four topics can make young people feel. Learners read the statements on Slide 18 and share which statement they agree with the most and why.

Adaptations:

- Run the activity in pairs, small groups, or large groups.
- Learners could list their ideas on paper, whiteboards or verbally.
- Some learners may prefer to think of their own statement of how it makes them feel.
- Print out Slide 18 for learners to tick, add a score out of 10 or annotate as they wish.





⌚ 20 mins

Activity 3: An Internet We Trust: The Pitch

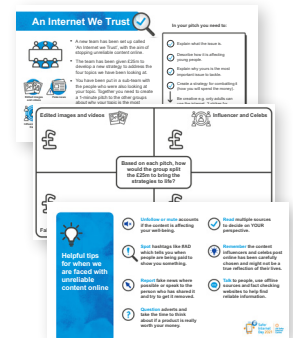
Slides 19-21

Sort learners into four groups based on the worksheet they have completed in Activity 2. You may wish to give each group a sheet of flip-chart paper and marker pens to help them plan their pitch.

Display Slide 19 and read out the instructions. Give learners five minutes to discuss together and plan their mini pitch. After each group has delivered a pitch, show Slide 20 and ask the learners to decide how they will share the funding to each team depending on the persuasiveness of the pitches.

Show Slide 21. This is an opportunity for learners to think about how they respond to these examples of online content and some helpful tips to consider.

Extension: Ask learners to think of their own tips, before displaying the ones provided, or think of additional advice not already displayed.



⌚ 5 minutes

Plenary: The challenge of reliability

Slide 22

Share Slide 22 and read the statement and question asking how we can make sure the content we see, watch, read and share online is reliable. Take ideas from the group, drawing on the knowledge they have learnt from the lesson.

Adaptations:

- Run the activity in pairs, small groups, or large groups.
- Learners write ideas on sticky notes and swap advice with each other.
- Learners write ideas on sticky notes and add to a group mind map to discuss together or make into a display.

