



An internet we trust

Exploring reliability in the online world



Safer
Internet
Day 2021

UK Safer
Internet
Centre

Film for 7-11-year-olds

Notes for educators



The Safer Internet Day 2021 film for 7-11-year-olds provides many opportunities for discussions with learners around online safety, the reliability of online content and how misleading or false content can make children feel.

This resource provides some prompt questions and suggestions to guide a discussion when watching the film with learners.



Film theme - Identifying misleading or false information online

Disinformation – Inaccurate information deliberately distributed and intended to confuse, mislead or influence. [Education for a Connected World, UKCIS](#)

This film explores the ways in which children make decisions about the accuracy of information they see online. The children in the film also consider strategies for deciding upon and checking the reliability of online content, as well as the emotions experienced when they know they have seen/heard misleading or fake information.

Critical reasoning skills are key to helping learners use the internet positively and safely. These skills can be applied to all forms of content and sources of information online such as YouTube videos, websites, communication in online games, news media and publicly shared content on social media. Different strategies are required dependant on the context (e.g. the process for deciding what information to trust on a website differs to the process for deciding whether to trust a fellow player in an online game). This film can be used to promote a discussion with learners about the strategies they use to evaluate the reliability of information online.



#SaferInternetDay

1 www.saferinternetday.org.uk

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Key questions



Before watching the film:



What do you trust online?

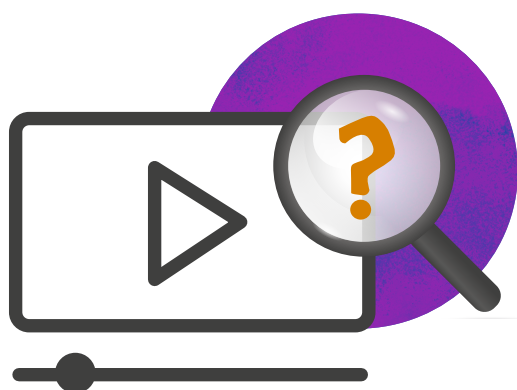
Prompt questions:

- What websites/apps do you trust to give you accurate information? Why?
- Have you ever seen anything online that was untrue?
- How do you decide if something is untrue or fake online?

Before watching the film, you may wish to ask learners this key question about online trust and discuss what trusted sources and content they use online for learning or finding out information. Encourage learners to share examples and reasons for why they consider certain sources/content to be trustworthy or untrustworthy.

I would
always check where
it came from and
who made it.

Primary learner,
Wales





▶ Watching the film:

The film includes a short video clip about meerkats that was shown to the learners who appear in the film. This meerkat video clip was created by the UK Safer Internet Centre for the purposes of creating this SID2021 film – it deliberately contains information about meerkats that is accurate as well as information that is incorrect but portrayed as being correct.



When watching the film, you may wish to pause at 1:03 and allow your learners opportunity to discuss the meerkat facts – which do they believe are true and which do they believe are false? Can learners provide an explanation for how they know which facts are true or false?

The meerkat video clip can also be watched separately to the film and is available [here](#).

There are four pieces of information presented in the meerkat video:

1

A group of meerkats is known as a 'mob', 'gang' or 'clan' (**TRUE**)

2

As desert animals, meerkats need lots of water - they drink around 6 litres a day! (**FALSE**)

3

Meerkats can grow to a staggering 160cm in height, that's the same as a gorilla! (**FALSE**)

4

Meerkats are immune to some snake venom, which means they could take on a cobra! (**TRUE**)

There are also a number of features of the video that may influence learners' thinking on whether the video as a whole can be considered trustworthy:

- The title of the video – the initial letters on each line spell 'FAYK' when read downwards
- The QR code and short link at the end give no clues as to where they might take you.
- The overall presentation of video – learners may have views on how 'professional' the video looks. It is important to remind learners that presentation can sometimes be a clue, but a well-presented video is no guarantee of trustworthiness!





▶ After watching the film:



How do you decide what to trust online?

Prompt questions:

- What do you look for when judging if something is trustworthy or untrustworthy online?
- Do you use different strategies for deciding if different things online are trustworthy?

Discuss with learners the ways in which they attempt to identify whether information is trustworthy or untrustworthy? For example, when evaluating information presented on a website, they might consider some or all of the following:

- Who created the information.
- The reputation of the creator (with regards to being trustworthy).
- The quality of the information (with regards to spelling/grammar/overall presentation).
- How up to date the information is.
- Whether the information is based on fact or opinion.
- The possible motives behind the creation and sharing of this information (e.g. what does the creator want you to do as a result of learning this?).

Ask learners whether the same strategies always work in different situations online. What else might learners need to consider when evaluating information presented in different ways (e.g. as a video, through audio such as a podcast, through adverts, etc.)?

Note: Some learners may comment on the trustworthiness of content found on social media. Although primary-aged children are below the minimum age to use social media services, some of your learners may already have accounts on popular services and may be exposed to misleading and false information through those services. Even if most of your learners do not use social media, they live in a world where public social media is increasingly used to push information and news out to a large number of people and what happens on public social media is frequently reported on by traditional news media outlets. Therefore, it is valuable to explore strategies for evaluating information presented through social media.





How does seeing false information make you feel?

Ask learners to explain the feelings they might have when they encounter online content that they have correctly identified as being untrustworthy. The children's responses from 2:05 – 2:21 in the film can be used to help learners consider some of the feelings they may have.

There are a number of different models for identifying and classifying emotions that you may wish to explore with learners:

- [Zones of Regulation](#)
- [RULER – Mood Meter](#) (Purchase required on app stores)
- [Plutchik's Wheel of Emotion](#)

Note: At 2:12, the girl says that false information makes her feel 'stupid'. This is a common reaction (among children and adults) when learning that they have been misled or deceived. It is important to discuss this with learners and reassure them that believing something that has been designed with the intent to mislead or deceive (i.e. disinformation) does not make them 'stupid'. The fault lies with the person/people who created the misleading or false content.



What strategies can you use to check the reliability of what you see/hear online?

Prompt questions:

- Can you always tell if something is reliable online? Why/why not?
- How would you check the reliability of something you see/hear online?
- What advice would you give to other children your age about trust online?

If something seems too good to be true, then normally it is...

Primary learner,
England





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Encourage learners to share any strategies they know for checking the reliability of information they encounter online.

Strategies may include:

- Checking different online sources (e.g. websites) to see if the information matches up.
- Referring back to a 'trusted source' when unsure (e.g. using the BBC website or another educational site that has proved reliable in the past).
- Referring to offline sources (e.g. books, newspapers, TV and radio).
- Asking someone for a second opinion (e.g. a friend or someone with greater knowledge of the topic in question).
- Checking with a trusted adult.

If time allows, you could ask learners to complete the checklists in Appendix 1 and to also provide a top tip for their peers about trust online.



▶ Exploring online trust:



The following resources can be used to further explore the topics of online trust and reliability:

- [SID2021 Films](#) – Trust online: Advice from the experts
- [Trust Me](#) (Childnet)
- [ProjectEVOLVE](#) – Managing Online Information (SWGfL/UK Safer Internet Centre) – free sign up required. (English only)





Appendix 1



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My online reliability checklist

How do you decide if something is trustworthy online?

How would you check the reliability of something online if you weren't sure?

Fill in the checklists with up to five things you think about when deciding whether to trust something online, and up to five ways that you could check the reliability of something you see/hear online.

Ways that I decide if something
is trustworthy online:

☐☐☐☐☐

Ways that I check reliability
of information online:

☐☐☐☐☐

My top tip for trust online:

