



BE
INTERNET
CITIZENS

A programme by

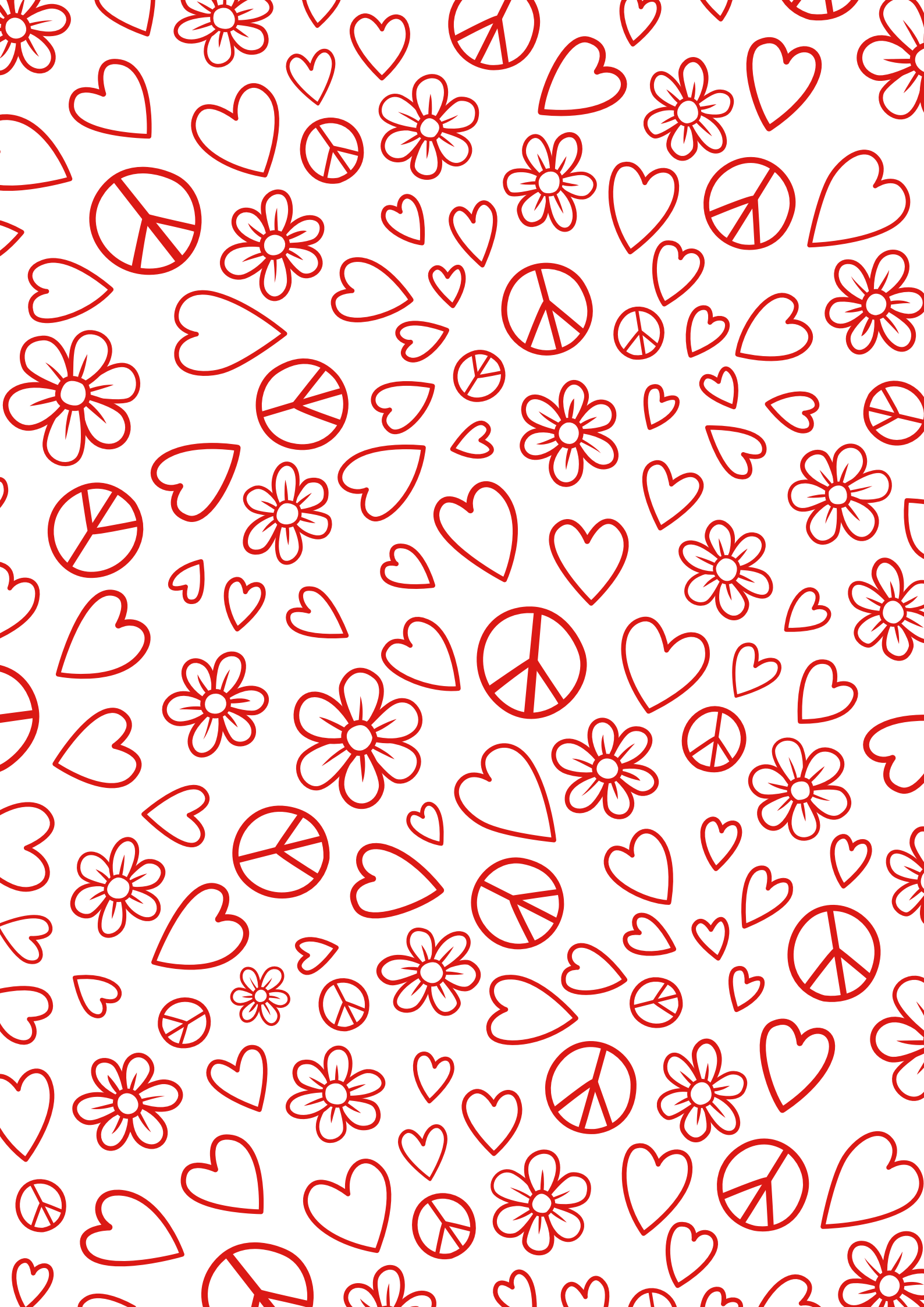


 **YouTube**
Creators for Change

In partnership with

ISD

Unit of Work



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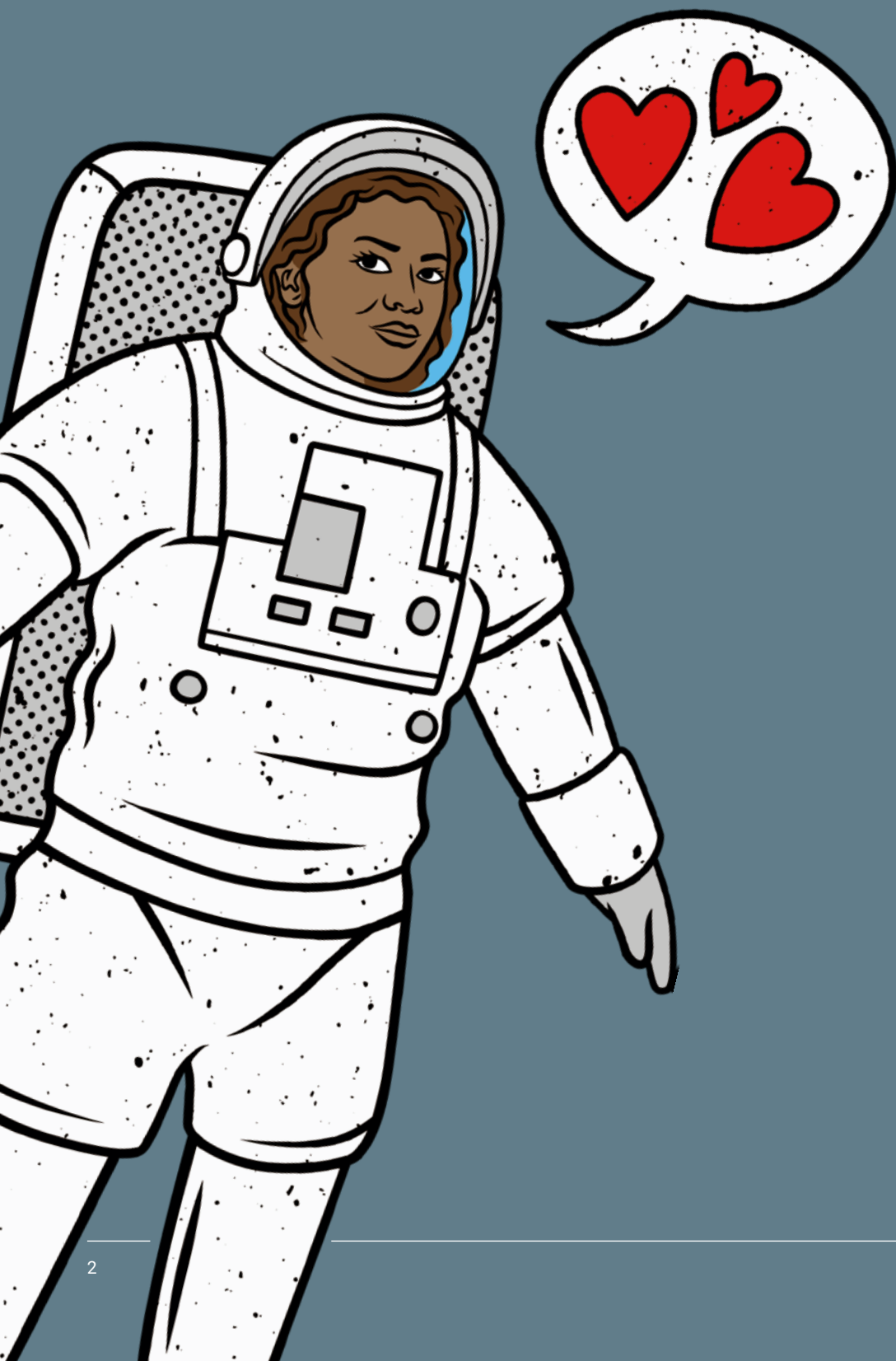
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Creators For Change

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Introduction

Be Internet Citizens programme

We want a safe and exciting web where young people are empowered to be creative, to express themselves and to experience a sense of belonging as digital citizens. The challenge is that while most of today's young people have grown up as digital natives, many can often lack the critical thinking and media literacy skills that are key to achieving this. In light of this fact, the Be Internet Citizens programme was designed by Google, YouTube and a range of partners including the Institute for Strategic Dialogue (ISD) to teach young people these skills in a classroom context that is fun and engaging.

The lessons have been designed for delivery to students in Years 9 or 10 (England and Wales) and S3 or S4 (Scotland).

Unit objectives

This unit of work is comprised of five lessons which cover key areas of digital citizenship: fake news and biased writing, emotional manipulation, the 'us vs them' mentality, and the difference between hate speech and free speech. The fifth lesson offers students the opportunity to demonstrate their new digital citizenship understanding and skills through a range of creative exercises.

Throughout this unit, students will enhance their understanding of some of the challenges the internet can present to young people, and in doing so, help them to make a positive impact online as informed and respectful internet citizens. By the end of these lessons, students should be able to:

- Identify fake and biased news.
- Build resilience and critical-thinking skills to help judge online content.
- Realise the power of the internet in shaping our attitudes towards other people.
- Understand the difference between online hate speech and free speech.

How to use this resource

This unit can be taught in individual lessons or as a whole. It will be most effective if taught as a whole, as each lesson builds upon the learning of the previous ones, in order to embed understanding and skills. If you do decide to teach the unit in this way, we suggest the order outlined, with the creative final lesson as a fun extension where time and resources permit.

A full lesson plan: summary of the lesson and everything required for delivery

A baseline activity: to gauge the students' initial understanding of the key concepts prior to learning about them in more detail

Main teaching phases: a series of fun, engaging and thought-provoking activities to enable students to build or develop their knowledge and skills

A plenary and final assessment of learning: enables both you and your students to recognise the progress made in each lesson



Lesson 2: Emotional Manipulation

Baseline activity (15 minutes)

LEARNING AND TEACHING ACTIVITIES

Recap of previous lesson (5 minutes)
T provides examples of fake news and biased news. S discusses which they are – T takes feedback from S to justify their choice. (*)

Starter (10 minutes)
T displays three images on the board – all examples of emotional manipulation. (2)

- In pairs, S works out what links these images
- Feedback to class.
- T introduces term 'emotional manipulation' (EM) definition.
- On post-it notes, S write where they might find stick on classroom walls.
- T leads discussion on why people use EM. (3)

TALKING POINTS AND KEY LEARNING

T could ask: Can you define an echo chamber? (1) Identify fake news? (*)

T could ask: What exactly are those pictures? (1) W achieve? (2) Do they have similar goals? (2) Do they have achieving these goals? (2) How do I feel about them? (1)

T could ask: What is the point of emotionally manipulating others? (1)

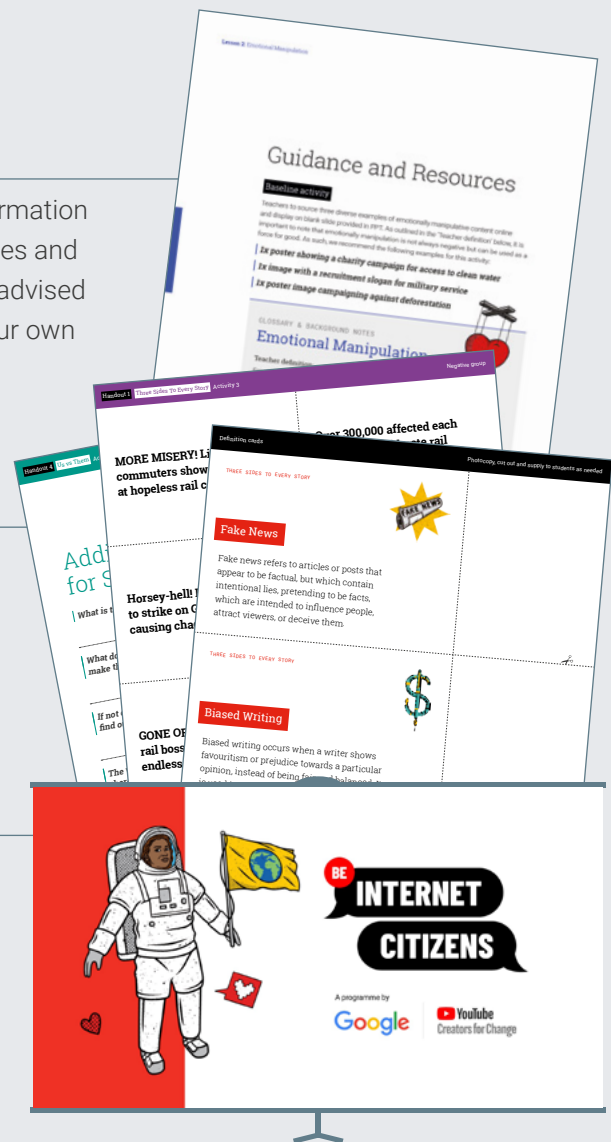
Symbols (* ‡ §) to guide you to the specific questions you could ask at each stage of the activity.

The 'Talking Points and Key Learning' section support in facilitating conversations with students on sensitive and often complex topics to ensure that you can recognise when they have arrived at the key learning points for each activity.

'Guidance and Resources': an outline of the background information and resources (including references to PowerPoint (PPT) slides and handouts) that you will need to deliver the activities. You are advised to be comfortable with this information in order to bolster your own understanding of the concepts before delivering the lessons.

'Handouts': physical resources which can be found in the sleeve at the front of this booklet. It is recommended that where necessary these are photocopied and distributed to students in order to improve the delivery of activities.

The PPT (downloaded here – <https://internetcitizens.withyoutube.com/downloads/teacher-ppt>) has been designed to support the delivery of all lessons. PPT slides display key information that you and your students need to understand in order to grasp the key concepts, and clearly explain how each activity should run.



Additional considerations

Before exploring the lesson plans, we would like to recommend that, where necessary, you use real-life and relevant images, video clips and names of popular people that the students can readily recognise and identify with.

It is important to note that four of the activities in this unit of work will require you to source your own images and video clips online. For each of these activities, we have described recommended content that can be easily found through online searches, to achieve the learning objectives in a safe manner.

When choosing images and video clips it is crucial for safe and effective learning that you select material that is not shocking or potentially upsetting, offensive or distressing, as this will prevent the desired learning and may be harmful to individual students.

Finally, please note that all news article headlines used in activities throughout the unit have been made up. They have been designed in order to enable students to achieve the learning objectives and to demonstrate a new concept.

Links to the PSHE Association Programme of Study

Each of the three core themes of the PSHE Association Programme of Study (<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1-5>) contains suggested learning opportunities which provide the context through which learners can develop knowledge, essential skills and attributes. The learning opportunities should be used flexibly according to students' development, readiness and needs, and taking account of prior learning, experience and understanding. This unit of work contributes to the following learning opportunities from the relevant PSHE education core themes at KS3 and KS4.



Key Stage 3

Core Theme 1: Health and Wellbeing

Students should be taught:

H19. that identity is affected by a range of factors, including the media and a positive sense of self

H20. ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations

Core Theme 2: Relationships

Students should be taught:

R1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships, etc)

R3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness

R30. to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it

R35. the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)

Core Theme 3: Living in the Wider World

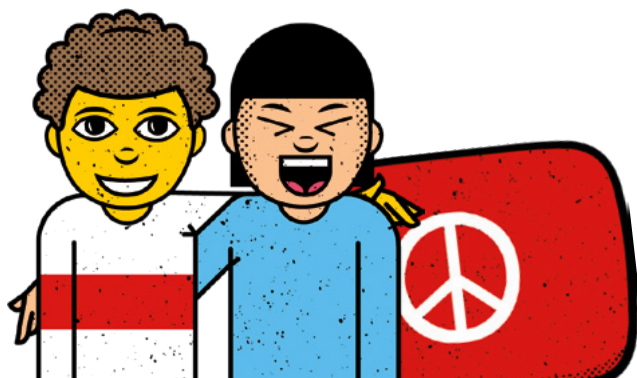
Students should be taught:

L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices

L3. the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation, plus the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities

L4. strategies for safely challenging stereotypes, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives

L6. about the primacy of human rights, and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored



Key Stage 4

Core Theme 2: Relationships

Students should be taught:

- R1.** strategies to manage strong emotions and feelings
- R7.** to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, and sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support
- R16.** to recognise when others are using manipulation, persuasion or coercion and how to respond
- R29.** the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

Core Theme 3: Living in the Wider World

Students should be taught:

- L3.** to think critically about extremism and intolerance in whatever forms they take (including religious, racist and political extremism, the concept of 'shame' and 'honour-based' violence)
- L4.** to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern
- L6.** how social media can offer opportunities to engage with a wide variety of views on different issues
- L7.** to recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views

Facilitating the lessons

This section provides guidance on how best to deliver the lessons and how to handle sensitive topics.

This unit of work is based on a number of basic principles designed to make the lessons engaging, enjoyable and memorable.

1. Discussion-based

The content of these lessons shouldn't be delivered in a lecture format, but through discussions accompanying the activities. As such, all of the activities are accompanied by a series of questions that can be explored with the class. It is important that students are given the opportunity to safely explore, understand and challenge assumptions about their own and others' values and behaviours.

2. Interactive and inclusive

Involving all the students in the lesson, including some who might be reluctant, is important in creating the positive atmosphere that makes these lessons work well. Given the potentially sensitive nature of the topics covered in this unit, lessons have been designed to cater for diverse learning styles, ensuring that students of any ethnicity, religion, sexual orientation or gender can engage with and benefit from them without concerns about stereotyping and discrimination. Where necessary, the lesson plans include suggested differentiation strategies that can support students with specific educational needs and stretch those who need more of a challenge.

However, it is recommended that before teaching these lessons you are aware of any individuals who may need extra support and plan the teaching accordingly as you would for any other lesson.

3. A respectful, safe space

Be Internet Citizens works best when the students feel free to express their opinions, even if what they say might be controversial or not fully formed (see below for further guidance on handling challenging or unacceptable comments or language). If anyone has any misconceptions or misunderstandings, it's best that they are expressed and then discussed. All contributions and perspectives should be respected. It's important at the beginning of the lesson to remind students to be respectful of others' opinions, by listening without interruption and saying when something isn't clear.

This safe space can only be achieved and managed by agreeing effective ground rules through negotiation with your class. Clear ground rules help students feel safe to express their ideas while listening to others. They also help students to recognise where the boundaries are for discussion and to support you in challenging unacceptable behaviours or attitudes. This is particularly important when covering controversial and emotive issues. Ground rules are most effective when students understand their purpose, have ownership of them and can refer to them throughout the lesson, for example by having a visual display or regularly revisiting key messages.

The following ground rules are suggested as talking points, and may include:

Openness

We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss general situations as examples but will not use names or descriptions which could identify anyone.



Keep the conversation in the room

We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.



Non-judgmental approach

It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.



Right to pass

Taking part is important. However, we have the right to pass on answering a question or participating in an activity, and we will not put anyone 'on the spot'.



Make no assumptions

We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.



Listen to others

We will listen to another person's point of view respectfully and expect to be listened to in return.



Using language

We will use the correct terms for the things we will be discussing rather than the slang terms, as they can be offensive. If we are unsure what the correct term is, we will ask our teacher.



Asking questions

We are encouraged to ask questions. However, we do not ask questions to deliberately embarrass anyone.



Seeking help and advice

If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.



Because of the sensitive subject matter, a number of difficult conversations might come up. If a student makes a comment that contravenes the established ground rules and/or the school's behaviour policy, for example an explicitly or purposefully racist statement, then teachers must follow school policy. On the other hand, if comments are judged to be acceptable and show a gap in a student's knowledge, for example a question asking why something is discriminatory, this should be treated as an opportunity for learning, and teachers are encouraged to follow up with a question.

For example, you might ask:

| Why might someone be offended by this?

| Do you think you can judge a group as a whole rather than as individuals? How would you feel in that situation?

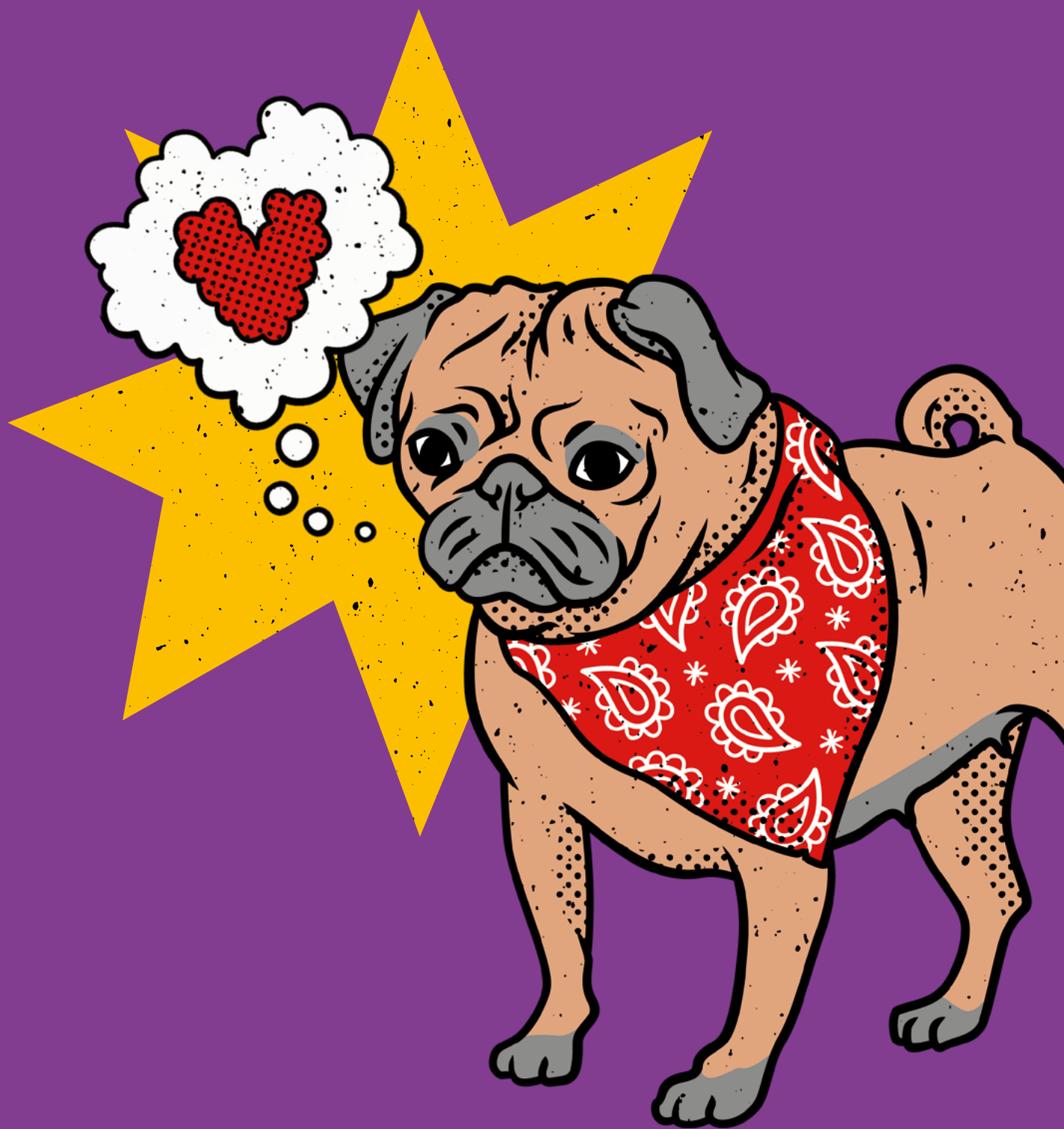
In this way, you can build on their comment to have a constructive, judgement-free conversation. If the conversation is not constructive, and you have challenged their statement, you can move the conversation on. It is unlikely that you will change someone's attitudes in the course of a one-hour lesson, but you might plant the seed that causes them to reflect on their attitudes over time.

However, disclosures of a personal nature should be discouraged in a public setting. Encourage young people to ask for help in an appropriate way, seeking out an appropriate adult they trust like a parent or form tutor, but also refer them to the named pastoral lead, designated safeguarding lead or similar in your school. Make sure that any pastoral support offered to students is framed within the reference of your school's child protection and safeguarding policies.

Please ensure that at the end of each lesson you display the final lesson PPT slide which provides students with the following national and regional organisations.

- **Childline** – offers advice to young people under 19 on a range of issues including online safety: www.childline.org.uk
- **The Mix** – a multi-channel service offering support to people under 25, enabling them to make informed choices about their wellbeing: www.themix.org.uk
- **Youth Access** – an advice and counselling network striving to improve services for young people in the UK: www.youthaccess.org.uk
- **Relate** – the UK's largest provider of support in helping people strengthen their relationships: www.relate.org.uk (Help for children and young people section)
- **Samaritans** – provides emotional support to those who are struggling to cope and reaches out to high-risk groups: www.samaritans.org (England, Scotland, Wales)
- **Thinkuknow** – seeks to empower young people, offering them support and an opportunity to express concerns: www.thinkuknow.co.uk





Lesson 1:

Three Sides To Every Story

Lesson Plan

TEACHER WILL NEED:

Classroom resources: Access to interactive whiteboard or regular whiteboard and projector, computer with access to PPT and capacity to screenshot a real online news article, exercise books or lined paper.

Handout resources: Handout 1, Handout 2 photocopied for each student, definition cards for: Fake News, Biased Writing, Echo Chambers and Filter Bubbles.

UNIT OF WORK: Be Internet Citizens.

PRIOR LEARNING: Course introduction.

LESSON 1 OVERVIEW: In this lesson, students will be able to develop a good understanding of what fake news, biased writing, echo chambers and filter bubbles are, and to explain their impact on individuals and society. As a result of the learning, they will be more confident in forming their own opinions in online contexts.

N.B. the first activity requires you to screenshot a picture of a real online news article, for comparison with the fake news article PPT slides.

LEARNING OBJECTIVES:

1. To understand and identify fake news, biased writing, echo chambers and filter bubbles.
2. To learn their impact on individuals and society.

LEARNING OUTCOMES:

1. Students can identify fake news, explain its purpose and describe how it impacts on society.
2. Students can distinguish fact from opinion in online media content.
3. Students can explain what echo chambers and filter bubbles are.
4. Students can explain why it is important to consume diverse media content.

Baseline Activity (15 minutes)

LEARNING AND TEACHING ACTIVITIES

Introduction (5 minutes)

Teacher (**T**) introduces new unit of work, the purpose of the unit, and establishes ground rules with students (**S**). These ground rules should be displayed clearly and referred back to if **S** stray from them.

Baseline activity (10 minutes)

S mind map everything they know, believe and want to know about fake news.

- If **S** have questions about fake news they should note these down and have the opportunity to ask.
- They should also note down examples of fake news stories they have heard and why they believe them to be fake.
- Feedback to **T**, who provides definition of fake news to copy down (**S should not add anything else to their mind map during feedback as it will be revisited at the end of the lesson to demonstrate progress**).

TALKING POINTS AND KEY LEARNING

T could ask: How can we show respect to other people's views? | How can we create a safe learning environment? (Steer **S** towards the ground rules outlined on page 9).

Baseline assessments are most effectively carried out individually and without discussion, so **S** can focus on recording their ideas as individuals. This will give the **T** a clear impression of what the class already know and therefore where to pitch teaching for the rest of the lesson.

DIFFERENTIATION

Support: **S** should not be supported in terms of the content of what they write, as this would not then be a true reflection of their baseline, however some **S** may benefit from a scribe to record their ideas.

Extension activity: **S** should attempt to provide a definition of fake news.

T has photocopied fake news definition cards (in Handouts section) for **S** who need them.

Main Teaching Phase: Activity 1 (15 minutes)

LEARNING AND TEACHING ACTIVITIES

T displays a headline on PPT – S must stand on one side of the room if they think it is fake, or the other side if they think it is real, or the middle of the room if they don't know.

- T asks S to justify their choices. Prompt them to refer back to the definition provided on the PPT. (*)
- T then shows the headline's URL, images, logo – S are then allowed to move to a different part of room to reflect their opinion.
- T reveals that the headline is fake, then repeats exercise with next two headlines.
- T questions S on the identifiers and purposes of fake news – e.g. style of language used; motives for writing. (‡)

S should note down key points on identifying fake news.

TALKING POINTS AND KEY LEARNING

T could ask: Why have you decided that this headline is fake? | What has made you change your mind? | Can you list some of the key things to look for to help identify fake news? | What do you notice about the language used in the fake news headlines? (*)

Key learning: If S do not identify the following features, ensure they are made aware to check for highly emotional or exaggerated language, suspicious URLs, edited pictures, blurred or altered logos of well-known news organisations.

For motives: Why would someone write fake news? | What could they be trying to achieve? | What does it mean if someone 'has an agenda'? (‡)

Use the teacher definition for fake news in the 'Guidance and Resources' section to ensure key learning points are drawn out here. This offers more detail on what fake news is and why people write and post it online.

DIFFERENTIATION

T uses differentiated questions to support and stretch S of all abilities.

Main Teaching Phase: Activity 2 (10 minutes)

LEARNING AND TEACHING ACTIVITIES

T provides an example of a biased headline: discuss whether this is fake news.

- T provides definition of bias and explains meaning. Check for understanding – in pairs, S should come up with examples of biased headlines.
- T now displays three headlines from an actual news story. T selects S to line up behind the headline they think is least biased and justify choices. Following discussion, allow S to change their minds – ask them to justify their changed opinions.

TALKING POINTS AND KEY LEARNING

Key Learning: S should recognise that a main difference between fake news and biased writing is that the former consists of completely made-up stories, seeking to appear as fact but actually not based on any truth at all. On the other hand, biased writing occurs when someone writes about a real-life topic or event but does so in a strongly opinionated way, without a sense of balance or fairness. When writing is presented in this way, the line between fact and opinion can become blurred.

It is important that S recognise that there is a spectrum of biased writing: positive, neutral and negative. Positive bias is often full of exaggerated praise for whatever is being written about, while negative bias will often attack the subject matter, pointing out the reasons why it is bad. A balanced or neutral perspective will often exclude personal opinion and instead be objective and portray the facts about something.

T could ask: What makes the headline you've chosen less biased than the other? | Does the language used make you think it is less biased? | Why? | In what ways do your headlines seem positive? | Could they be interpreted differently? | Would you say that these headlines are biased? | Using your definition of biased writing, justify your answer.

Use the teacher definition for biased writing in the 'Guidance and Resources' section to ensure other key learning points are drawn out here. This offers more detail on what bias is and why it is used.

DIFFERENTIATION

T has photocopied biased writing definition cards (in Handouts section) for S who may need them.

Main Teaching Phase: Activity 3 (15 minutes)

LEARNING AND TEACHING ACTIVITIES

T explains the definition of the terms filter bubble/echo chamber and provides examples. (*)

- **S** are divided into three groups; each receives a different set of headlines – positive/negative/balanced (see Handout 1).
- **S** read their own headlines and try to work out what happened in their news story.
- **S** present their ideas to the class and justify their reasons. Balanced group should present last.
- **T** reveals that first two groups were given biased content – questions **S** as to how these headlines are biased.
- **T** leads discussion through questions on identifying filter bubbles and echo chambers, how these work online, how bubbles lead to opinion forming and potentially more extreme thinking. **T** asks **S**, what are the benefits of consuming diverse media content.

TALKING POINTS AND KEY LEARNING

Example: Someone who visits and 'likes' lots of articles from a conservative or liberal publication is more likely to have content for similar newspapers with a similar view suggested to them. **T** should come up with specific examples of relevant publications making sure a political balance is kept. (*)

Key learning: To draw out that reading different online newspapers and searching for a story from more than one source helps to get reliable information and various points of view. It stops us leaping to conclusions, believing fake news or developing more extreme opinions. While it can be nice to have a 'tailored experience' online where things we like are recommended to us, this doesn't accurately reflect real life, where people have vastly different views.

T could ask: Can you see how two people in different bubbles can end up with different versions of the same story? | Can you see how this can happen easily online? | What are the benefits of consuming diverse media content? | In what ways are filter bubbles and echo chambers unhelpful?

Use the teacher definitions for echo chambers and filter bubbles in the 'Guidance and Resources' section to ensure other key learning points are drawn out here.

DIFFERENTIATION

T could nominate one **S** from each group to read all group headlines aloud, to ensure every **S** has had the opportunity to digest each headline.

T has photocopied echo chamber and filter bubble definition cards (in Handouts section) for **S** who may need them.

Final Plenary & Assessment of Learning (5 minutes)

LEARNING AND TEACHING ACTIVITIES

S return to their mind maps to add anything new – in a different coloured pen – that they have learned about the topics covered in this lesson, or to change any ideas from the start of the lesson that they now recognise as misconceptions/inaccuracies.

Remind S of the wider support networks available to them. See Handout 2 which should be given to all S.

TALKING POINTS AND KEY LEARNING

T could ask: What are filter bubbles/is fake news? | Where do you see them? | What causes them? | What effects can they have on individuals/society? | What can people do to prevent them?

Guidance and Resources

Baseline activity



GLOSSARY & BACKGROUND NOTES

Fake News

Teacher definition:

Fake news or fake content describes articles or posts that appear to be factual, but which contain misstatements of fact with the intention to influence people, attract viewership, or deceive.

Those who create fake news can be motivated by financial incentives (often the advertising revenue that sensationalist stories can generate), by political goals (a desire to influence opinion for or against a group, party or candidate) or by personal motives (a desire to spread mischief).

Fake news stories are designed to appear legitimate, often adopting the appearance of mainstream news sources. They can appear as social media posts, but are most often website pages shared over social media. They are often shared in multiple formats or from different accounts, making it more difficult to sort truthful stories from fake ones.

Student definition:

Fake news is usually articles or posts that appear to be factual, but which contain intentional lies, pretending to be facts, which are intended to influence people, attract viewers, or deceive them.

Student definition can also be found within Handouts section.

Activity 1

The following fake news headlines and relevant details to support the exercise (e.g. images, URL, adverts) can be found on the PPT. A blank slide has been left for teachers to, as an option, screenshot and paste a real online news article for comparison.

What conspiracy? Reptilian people walk the Earth, here's the proof. (Fake)

Airline hires 'Canine Crew' members (Fake)

(N.B. T has option of sourcing real online news article for comparison)

Activity 2

See PPT slide for biased headline:

"Horse racing is the greatest sport on God's green earth"
says racehorse owner.

GLOSSARY & BACKGROUND NOTES

Biased Writing

Teacher definition:

Biased writing occurs when a writer shows favouritism or prejudice towards a particular opinion, instead of being fair and balanced. It is used to push people towards a particular point of view.

Bias in writing isn't new, but now more than ever, people need to be able to separate fact from opinion. The mixing of fact and opinion in media has significant negative outcomes.

Biased content can lead people to develop poor understandings of important issues, particularly based on a lack of understanding of opposing viewpoints, making it harder to solve difficult problems as a society.

Student definition:

Biased writing occurs when a writer shows favouritism or prejudice towards a particular opinion, instead of being fair and balanced. It is used to push people towards a particular point of view.

Student definition can also be found within Handouts section.



Use the following biased headlines for the activity (see PPT slide):

Before discussing these headlines, you should provide S with context around this activity. It is based on an article which includes a photo of a famous musician with an unidentified wet stain on his trousers. The following headlines portray the story behind this photo in three different ways, each reflecting a different level of bias.

Fair play! Famous singer bounces back with good humour after potentially embarrassing wet-trouser incident! (Positive bias: this headline praises the singer for being able to take a joke at their own expense. For example, it says “Fair play” and that he shows “good humour”. The incident is described as only “potentially” embarrassing).

Famous singer has a laugh at himself after he was snapped with an unfortunate wet patch on his trousers. (Balanced viewpoint: this headline takes a fairly neutral stance on the story. The language used doesn’t convey a strong opinion on the story, and instead reports the fact that he has been photographed with the wet patch. It points out that the singer is good-humoured but also acknowledges that the photograph is unfortunate which reflects a balanced viewpoint).

Oh dear... looks like this famous singer just wet himself and unsuccessfully tried to style it out! (Negative bias: this headline seeks to embarrass the singer and is quite unforgiving! By starting with “Oh dear...”, it seeks to create a mocking tone. The headline also reflects an assumption that the singer has wet himself, despite there being no evidence this definitely happened).

Activity 3

This activity is based on a news story of rail workers striking, the reasons behind their decision to strike (removal of safety guards on trains and low pay), and the response to the strike from various groups. Use the following headlines for each group (see Handout 1).

Negative group:

This set of headlines portrays the rail workers as greedy people, who do not seem to care that their strikes are having a damaging impact on people's daily lives and the economy.

- MORE MISERY! Livid commuters show anger at hopeless rail company.
- Over 300,000 affected each day by inconsiderate rail workers, and at massive cost to local economy.
- Horsey-hell! Rail unions plan to strike on Grand National day causing chaos for punters.
- What's really behind these strikes? Money-grabbing train drivers care more about cash than passenger safety.
- GONE OFF-TRACK: greedy rail bosses are to blame for endless strikes.
- Whopping £50 million bill to be footed by poor taxpayers after unions reject reasonable deal.
- Rail strikes: still no agreement after days of talks.
- Strikes continue: well-paid rail workers seek yet more pay.

Positive/sympathetic group:

This set of headlines portrays the rail unions and workers as principled people, standing up for their rights and for public safety. They convey the strikes as "rock solid", "strong", and as having international support.

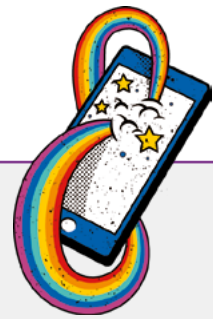
- Staff from major rail firm bravely strike over plans to remove safety-critical guards.
- Strikes to preserve public safety and the guard guarantee shows resolve, says union.
- Rail bosses dubbed 'railway bullies' over threats to punish striking staff.
- Unions show no signs of weakness as strike remains solid today.
- More success for rail unions – international support received as Japan weighs in!
- Strike is right! Support your rail unions!
- Workplace harassment and bullying leaves train workers no option but to strike.
- Train staff betrayed by rail management who fail to uphold commitments.

Balanced group:

This set of headlines reflects a largely neutral position on this story. Very little of the language used is inflammatory and for the most part these headlines make factual statements.

- UK rail dispute continues as rail company workers strike.
- No winners here: clashes between unions and rail companies shows them to be as bad as each other.
- Rail workers strike over efforts to remove safety-critical guards and reduce pay.
- Rail-strike misery continues as union members reject dispute-ending deal.
- Staff from major rail firm to strike over safety-critical guards role.
- Rail strikes dispute: still no agreement after days of talks.
- Grand National punters to endure rail strike woes.
- Rail passengers to face further disruption as union calls two-day strike against major rail company.

Activity 3 resources continue on the next page →



GLOSSARY & BACKGROUND NOTES

Echo Chambers

Teacher definition:

Echo chambers are social spaces in which ideas, opinions and beliefs are reinforced by repetition within a closed group. Within echo chambers, dissenting views are unexpressed or unrepresented, dismissed or removed.

Most people have had first-hand experience with echo chambers, which can be found in everything from discussions conducted on news sites to small discussions between peers on social media.

Echo chambers are comfortable, because it's easier to agree with people in a discussion than disagree with them. Yet they can be harmful, reinforcing social division or political polarisation by reducing opportunities to interact with people who disagree with you, or people from different backgrounds. Echo chambers can reduce individuals' understanding of other opinions and empathy for those who hold them.

Student definition:

Echo chambers are social spaces in which ideas, opinions and beliefs are reinforced by repetition within a closed group.

Student definition can also be found within Handouts section.



GLOSSARY & BACKGROUND NOTES

Filter Bubbles

Teacher definition:

Filter bubbles occur online when users are suggested content based on their previous internet consumption habits, and can lead to them being separated from information that disagrees with their viewpoint.

This can isolate users in political, social or ideological bubbles, in a phenomenon closely related to that of the echo chamber. It can push people towards more extreme positions and reduce their empathy for people who think differently.

Student definition:

Filter bubbles occur online when users are suggested content based on their previous internet consumption habits, and can lead to them being separated from information that disagrees with their viewpoint.

Student definition can also be found within Handouts section.

Final Plenary and Assessment of Learning

Please see Handout 2.

Want more support or advice?

Why not try accessing some of the following websites:

Childline – offers advice to young people under 19 on a range of issues including online safety: www.childline.org.uk

The Mix – a multi-channel service offering support to people under 25, enabling them to make informed choices about their wellbeing: www.themix.org.uk

Youth Access – an advice and counselling network striving to improve services for young people in the UK: www.youthaccess.org.uk

Relate – the UK's largest provider of support in helping people strengthen their relationships: www.relate.org.uk (Help for children and young people section)

Samaritans – provides emotional support to those who are struggling to cope and reaches out to high-risk groups: www.samaritans.org (England, Scotland, Wales)

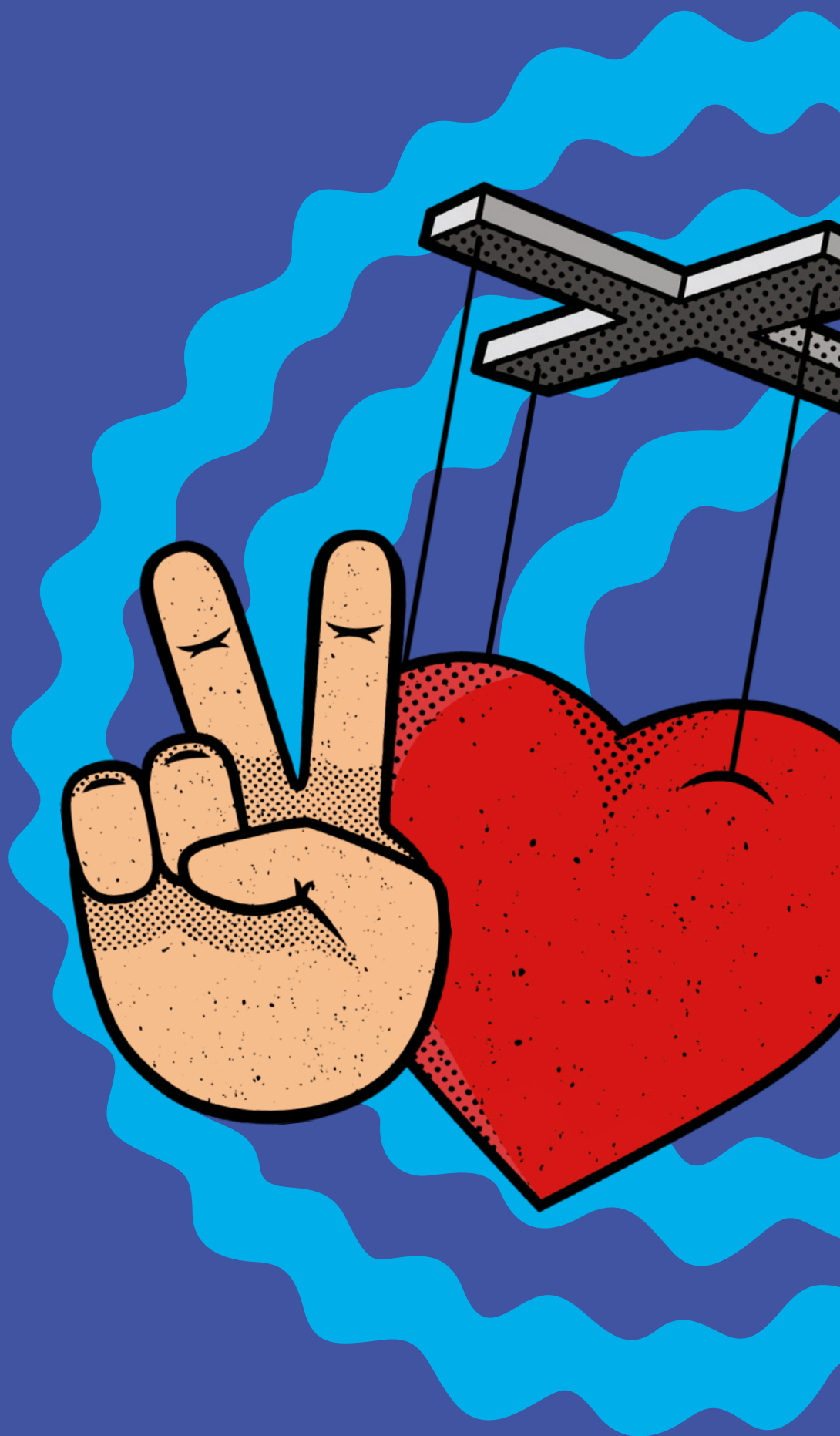
Thinkuknow – seeks to empower young people, offering them support and an opportunity to express concerns: www.thinkuknow.co.uk

In my school, I am able to get help from the following people:

.....
.....
.....

In my local area, I am able to get support from the following organisations:

.....
.....
.....



Lesson 2:

Emotional

Manipulation

Lesson Plan

TEACHER WILL NEED:

Classroom resources: Access to interactive whiteboard or regular whiteboard and projector, computer with access to PPT, an internet connection to stream short online videos, exercise books or lined paper, post-it notes.

Handout resources: Definition card for Emotional Manipulation.

UNIT OF WORK: Be Internet Citizens.

PRIOR LEARNING: Fake news/biased writing/echo chambers.

LESSON 2 OVERVIEW: This lesson plan includes videos that present examples of emotional manipulation, and prompts a discussion around what emotions the videos stimulate, how those emotions are triggered, and the motives of the video creator in stimulating that emotion. It seeks to develop an increased critical awareness of the use of emotional manipulation.

LEARNING OBJECTIVES:

1. To understand what deliberate emotional manipulation is and how and why it is used online.

LEARNING OUTCOMES:

1. Students can identify examples of emotional manipulation.
2. Students can explain why emotional manipulation is used.
3. Students can follow a series of steps, helping them to think critically about online content they view.

Baseline Activity (15 minutes)

LEARNING AND TEACHING ACTIVITIES

Recap of previous lesson (5 minutes)

T provides examples of fake news and biased news. In pairs, S discuss which they are – T takes feedback from pairs and asks them to justify their choice. (*)

Starter (10 minutes)

T displays three images on the board – all examples of emotional manipulation. (±)

- In pairs, S work out what links these images.
- Feedback to class.
- T introduces term 'emotional manipulation' (EM) – S write down definition.
- On post-it notes, S write where they might find examples of EM – stick on classroom walls.
- T leads discussion on why people use EM. (§)

TALKING POINTS AND KEY LEARNING

T could ask: Can you define an echo chamber? | What are two ways to identify fake news? (*)

T could ask: What exactly are these pictures? | What are they trying to achieve? | Do they have similar goals? | Do they have similar ways of achieving these goals? | How do I feel about them? | Why do I feel this way? (±)

T could ask: What is the point of emotionally manipulating someone? | Can you think of different reasons as to why someone might manipulate others? | Is manipulation always a bad thing? | Does this ever happen online? If so, where? | Why are emotions an easier target than reason and common sense? (§)

Use the teacher definitions in the 'Guidance and Resources' section to ensure key learning points are drawn out here.

DIFFERENTIATION

As in Lesson 1, avoid offering S support as far as possible, in order to establish baseline understanding.

T has photocopied EM definition cards (in Handouts section) for S who need them.

Main Teaching Phase: Activity 1 (20 minutes)

LEARNING AND TEACHING ACTIVITIES

T asks S to offer examples of where EM can be a good thing.

- S watch first video (T chooses one by an animal welfare charity, making sure to avoid using images that are unduly shocking, upsetting, offensive or distressing, as this will prevent the desired learning and may be harmful to individual S) – S mind map the different emotions they feel during the video.
- S feedback to T. T asks S what techniques were used to manipulate these emotions.
- Discuss why this content has been designed to manipulate viewers.
- S repeat activity with next video (generic army recruitment video – T must apply the same principles as above, with no unduly shocking or upsetting images or footage) – work in pairs/groups on a series of questions relating to the video.

TALKING POINTS AND KEY LEARNING

T could ask: What was the most impactful part of the video? | How was the music used effectively? | How do the tone and emotions change as the video develops? | How likely do you think it is that someone would want to take action after watching this? If so, what would be the reasons for this? | What were the goals of the people who made this video? | How successful do you think they would have been in achieving them?

DIFFERENTIATION

T uses targeted differentiated questions to support and stretch S of all abilities.

Between activity 1 and 2, T could ask: Where might someone see EM happening online? Is it easier or harder to manipulate someone on the internet? Explain your answer.

Main Teaching Phase: Activity 2 (20 minutes)

LEARNING AND TEACHING ACTIVITIES

T asks **S** how they might be manipulated online. Collects responses verbally.

- Working in pairs, **S** must create a checklist (six steps max) of how to respond to EM online.
- **S** feedback ideas. Discussion around what the key points to cover are.
- **S** should now work in pairs or groups to devise ideas for a petition or environmental protection/animal welfare charity advert – they must consider what their advert is trying to achieve, and the most effective ways of using EM to achieve it.

TALKING POINTS AND KEY LEARNING

For checklists, S should be thinking along the lines of the following:

How do I feel? | Why do I feel this way? | Am I being persuaded to do or think something and if so, what? | Who is doing the persuading? | What is their agenda? | Is it positive or negative? | Why do they want me to do this? | What are the consequences of me doing what they want/believing what they tell me? | What is my own opinion on this issue? | Are there any facts I already know about this topic? | Am I convinced by this argument? | Who could I talk to about this?

DIFFERENTIATION

For **S** who need support, **T** could provide some of these questions as a prompt, then ask **S** to come up with three more themselves.

T could also work with pairs/groups needing support to brainstorm the basic ideas for a petition or environmental protection/animal welfare charity advert.

Final Plenary & Assessment of Learning (5 minutes)

LEARNING AND TEACHING ACTIVITIES

S present their petitions/adverts to the class. S use their checklists to develop their own responses to these examples.

T checks S remember the definition of EM and where it might be found.

T signposts to S the wider national and regional support networks available to them on the final slide.

TALKING POINTS AND KEY LEARNING

T could ask: What are some of your key checklist questions? | Can you define EM? | Can you provide an example of where it might be found online?

Guidance and Resources

Baseline Activity

To source three diverse examples of emotionally manipulative content online and display on blank slide provided in PPT. As outlined in the **T** definition below, it is important to note that EM is not always negative but can be used as a force for good. As such, we recommend the following examples for this activity:

1x poster showing a charity campaign for access to clean water

1x image with a recruitment slogan for military service

1x poster image campaigning against deforestation

GLOSSARY & BACKGROUND NOTES

Emotional Manipulation

Teacher definition:

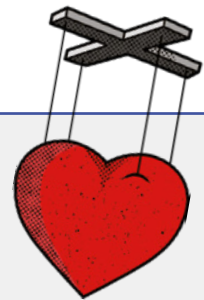
Emotional manipulation is a persuasive technique whereby an argument or piece of content is designed to trigger an emotional response rather than appeal to reason or logic. Emotional manipulation is a common tactic in all communications and can be seen in advertising, political messaging, and news editorials.

Often appealing to emotional responses can be an effective technique for positive as well as negative causes, such as in fundraising for charitable causes. However, this disconnection from logic can leave individuals vulnerable to manipulation.

Student definition:

Emotional manipulation is a persuasive technique used to trigger an emotional response rather than appeal to reason or logic.

[Student definition can also be found within Handouts section.](#)



Activity 1

The class will be presented two video clips. As previously mentioned, it is important that T use videos that are not unduly shocking or upsetting, as this will prevent the desired learning and may be harmful to individual S. Recommended videos to be found on YouTube/other video-sharing websites:

1. An advert for animal welfare charity
2. Generic army recruitment advert





Lesson 3:

Us vs Them

Lesson Plan

TEACHER WILL NEED:

Classroom resources: Access to interactive whiteboard or regular whiteboard and projector, computer with access to PPT, an internet connection to stream a short online video, flip chart paper and board pens.

Handout resources: Handout 3, Handout 4, definition cards for 'Us vs Them' and Scapegoating.

UNIT OF WORK: Be Internet Citizens.

PRIOR LEARNING: Emotional Manipulation.

LESSON 3 OVERVIEW: This lesson enables students to understand how powerful 'us vs them' divisions can be, and encourages them to think of where they have seen this rhetoric used online. Through the lesson activities, students should understand how divisive arguments can lead to problems in society, as well as being wary of the consequences of labelling individuals. After this and the preceding two lessons, students should have a sound understanding of how certain online social environments can shape opinions. Students will build on that learning in the next lesson to learn how to respond to hate speech and intolerance online.

LEARNING OBJECTIVES:

1. To understand how 'us vs them' thinking creates divisions in society and the problems it causes.

LEARNING OUTCOMES:

1. Students can explain what 'us vs them' thinking is and how it affects politics and society.
2. Students can evaluate the problems posed by and limitations of 'us vs them' thinking.

Baseline Activity (15 minutes)

LEARNING AND TEACHING ACTIVITIES

Recap of previous lesson (5 minutes)

T leads a quick recap of the previous lesson's learning. Questions S on EM. (*)

Starter (10 minutes)

S look at whiteboard displaying different symbols of identity: religious symbols, national flags, languages, clothing, etc and answer following questions: What are these symbols? | How many can you identify?

| What links these symbols?

- S establish that all are linked to identity.
- T asks: Do identities cause divisions in society?
- S feedback the ideas to the T and class.
- T introduces the concept of scapegoating and provides a definition. T provides S with an historical example of scapegoating (Nazis/Jews) once they have had opportunity to think for themselves – discussion follows as to why this is scapegoating. (±)

TALKING POINTS AND KEY LEARNING

T could ask: What online content might be designed to manipulate us? | What are some of the ways we can respond to potentially manipulative content? (*)

T could guide S towards the historical example of the Nazis and antisemitism, where lots of early Nazi propaganda focused on suggesting Jews were to blame for Germany's economic problems. However, the biggest reason that Germany was in debt was due to the money spent on WWI. (±)

DIFFERENTIATION

For S needing additional support: T could offer all the names of these symbols to save S time from working them out.

T has photocopied scapegoating definition cards (in Handouts section) for S who may need them.

Main Teaching Phase: Activity 1 (20 minutes)

LEARNING AND TEACHING ACTIVITIES

T divides **S** into two teams, Rover and Discover, and explains to them that a trip to Mars is taking place and only one group will get to go there and settle it (**bigger classes may need to split into four groups – and run two competitive tasks simultaneously**).

- Each group is given a different list of fictional skills (see Handout 3). They should add these to their group flip chart paper once they are able to justify why these skills are necessary to take to Mars.
- Once **S** have added their skills, they must look at the other team's skills and argue to the **T** why their skill set is superior and they should go to Mars. (*)
- **T** questions **S** on the emotions they felt during this debate. (±)
- **T** provides definition of 'us vs them' mentality and discusses with **S** whether they found themselves adopting an 'us vs them' mentality in order to get on the trip. (§)

TALKING POINTS AND KEY LEARNING

T should encourage competitiveness of activity by asking: What skills do you have that they don't? | Which group is more practical? | Is anyone good at DIY? | Does anyone know first aid? | Does anyone in your group have any special skills? (*)

T could ask: How competitive did you get? | Did you really think you were the best group? | Did you get annoyed by how the other group said they were better? | What emotions did you feel just then? (±)

Once T has told S they just experienced an 'us vs them' mentality, T could ask: How much stronger do you think that feeling might be if it was based on a real group, like class, religion or race? | Where else might this group mentality appear in our society? | What about online? **T** could inform **S** that the next lesson will look at how to respond to this kind of online behaviour. (§)

DIFFERENTIATION

T uses differentiated questions to support and stretch **S** of all abilities.

T ensures that all **S** who want to contribute have an opportunity to speak, whether reading a skill out or justifying why a skill is important.

Main Teaching Phase: Activity 2 (15 minutes)

LEARNING AND TEACHING ACTIVITIES

T shows S video clip on labels and stereotyping.

- S should write ideas on the following questions: What are the consequences of labelling people? | How might someone feel if they were labelled by others, and why would they feel like this? | What are the benefits of getting to know people who appear to be different to you?

T collects feedback from S and leads discussion on labelling people.

TALKING POINTS AND KEY LEARNING

Emphasise to S the importance of recognising people's individuality and that we are all different and unique. While stereotyping can be tempting because it makes the world seem easier to understand, it takes us further away from understanding each other as people. It can help us to identify with groups, but this doesn't mean that we all act, feel or think the same.

DIFFERENTIATION

T provides 'Support Worksheet' (see Handout 4) for those who need additional support in this activity.

Final Plenary & Assessment of Learning (5 minutes)

LEARNING AND TEACHING ACTIVITIES

Key messages relay: split class into two columns, standing in front of two pieces of flip chart paper. **S** take it in turns to add key messages that they have learned.

(Bigger classes might require more groups in order to ensure all **S** get to add an idea, for example four rows in front of four pieces of flip chart paper).

T signposts to **S** the wider national and regional support networks available to them on final slide.

TALKING POINTS AND KEY LEARNING

T could prompt S with: What are some of the problems of scapegoating? | What is the impact of an 'us vs them' mentality on society?

Guidance and Resources

Baseline Activity

T to source online a variety of symbols and display them on a blank slide provided in PPT. For example:

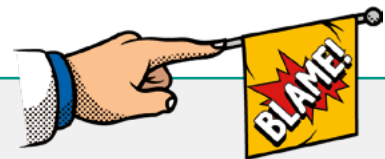
2x national flags

2x famous musician logos or album covers

2x religious symbols

2x charity logos

2x clothing brands



GLOSSARY & BACKGROUND NOTES

Scapegoating

Teacher definition:

Closely related to the concept of 'us and them' rhetoric is the idea of scapegoating. Scapegoating is the practice of singling out a person or group within society for negative treatment and blame for social or political problems.

Scapegoating is a key driver of intolerance. By scapegoating an out-group and painting them as the cause of the in-group's problems, certain groups can drive polarisation through hatred. Examples of scapegoating include the portrayal of Jewish citizens in Nazi propaganda, or blaming ethnic minorities for social or economic problems.

Student definition:

Scapegoating is the practice of singling out a person or group within society for negative treatment and blaming them for social or political problems.

Student definition can also be found within Handouts section.

Activity 1

T should provide each group with the following set of skills (see Handout 3). Tell each group that they should add these skills to their lists, and crucially, be able to justify why those skills are more important than the other groups.

TEAM DISCOVER

- Construction skills
- Resourcefulness
- Athletic ability/fitness
- Scientific knowledge
- Communication skills
- First aid
- Creative thinking
- Leadership skills

TEAM ROVER

- Cookery skills
- Communication skills
- Muscle strength
- Storytelling ability
- Reading ability
- Musical talent
- Speed/running ability
- Emotional intelligence/maturity



GLOSSARY & BACKGROUND NOTES

Us vs Them

Teacher definition:

An 'us vs them' mentality divides the world into a negatively viewed, stereotyped out-group (them) and a positively viewed in-group (us). Divisions can be based on race, religion, gender, class, nationality and political views. Differences are often projected through the use of stereotyping, and all members of the out-group are characterised as the same. This tactic is often used to polarise people. The out-group is often blamed for the problems experienced by the in-group, and this is used to strengthen the way the in-group views themselves.

The division into 'us' and 'them' exists throughout human society. It is present in sports, politics and even where we live in a town or city. On its own it is not necessarily an issue, and can be used positively. However, when it is deployed for negative means it becomes a powerful weapon, which can significantly impact community cohesion and generate hatred.

Student definition:

An 'us vs them' mentality divides the world into negatively viewed, stereotyped groups (them), and a positively viewed groups (us). Divisions can be based on a wide range of identity characteristics such as, race, religion, gender, class, nationality, and political views.

Student definition can also be found within Handouts section.

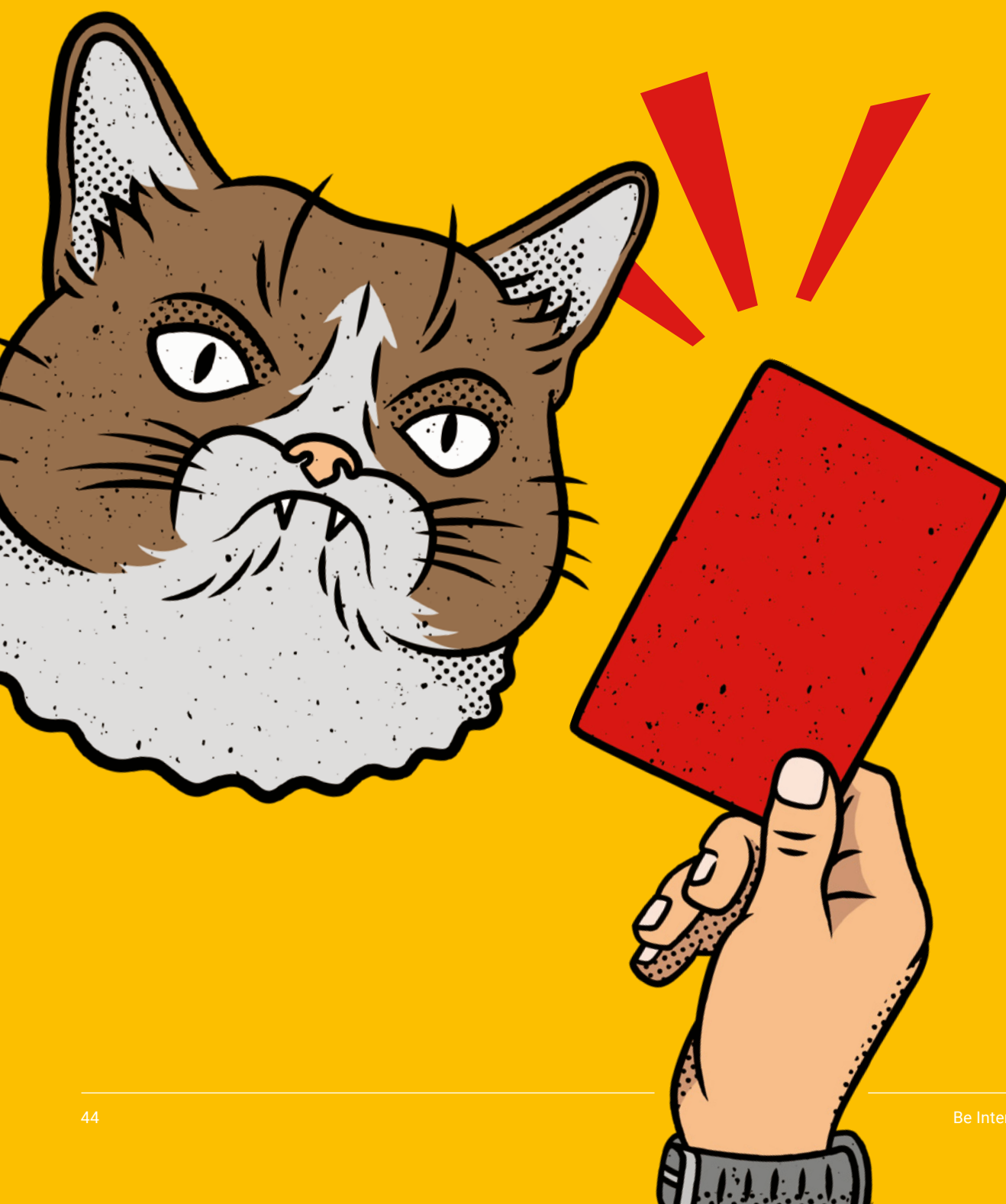
Activity 2

S should watch the following video: 'I am not black. You are not white.' goo.gl/qPTi6f

For differentiation, S who need additional support could use this worksheet to guide them through the video (see Handout 4):

- 1. What is the video telling us we are not?** (Answer: labels)
- 2. What does the video compare our bodies too?** (Answer: cars)
Why does it make this comparison?
- 3. If not our skin colour, where does the video suggest we can find who we truly are?** (Answer: inside ourselves)
- 4. The film includes the sentence: 'Where there is division, there will be conflict'. This means that if people feel divided from each other they will argue or fight. To what extent do you agree with this?**
- 5. What does the video say we should do with labels?** (Answer: remove them)
- 6. What will happen if we stop using labels?** (Answer: we will be free to see each other for who we really are and love each other)





Lesson 4:

Haters Gonna Hate

Lesson Plan

TEACHER WILL NEED:

Classroom resources: Access to interactive whiteboard or regular whiteboard and projector, computer with access to PPT, flip chart paper.

Handout resources: Handout 5, Handout 6, definition cards for Hate Speech and Free Speech.

UNIT OF WORK: Be Internet Citizens.

PRIOR LEARNING: Us vs them mentality.

LESSON 4 OVERVIEW: Haters gonna hate is designed to help students understand what acceptable and unacceptable online behaviour is, and how to distinguish between hate speech and free speech. The lesson also explores how to react to hateful content online, including the use of various online tools such as reporting, flagging and blocking.

LEARNING OBJECTIVES:

1. To understand what hate speech is, how and why it is used, and how to respond to hateful content online.

LEARNING OUTCOMES:

1. Students are able to distinguish between appropriate and inappropriate online behaviours and between free and hate speech.
2. Students can explain why someone might post hateful and intolerant content online.
3. Students demonstrate that they can respond effectively to hate speech and hateful and intolerant content online.

Baseline Activity (15 minutes)

LEARNING AND TEACHING ACTIVITIES

Recap of previous lesson (5 minutes)

Brief reminder about the previous lessons. Pop quiz on defining concepts such as emotional manipulation, fake news, bias, scapegoating, 'us vs them'. (*)

Starter (10 minutes)

T poses questions to **S**, who work in pairs:

- What's the difference between hate speech and free speech? | Why do you think some people post nasty comments online? | What should someone do if they see hate speech online?
- **T** takes feedback and provides definitions of hate and free speech, filling in any gaps in knowledge.

TALKING POINTS AND KEY LEARNING

T could ask: What is emotional manipulation? | What could be an indicator of a fake news story? | What is a negative consequence of an 'us vs them' mentality? (*)

Once the definitions of free and hate speech have been provided, and if **S** have successfully responded to the initial questions, **T** could use the following questions to lead the discussion with **S**:

What makes a comment hate speech? | Is a negative opinion or nasty statement the same thing as hate speech? | If a nasty comment is directed at someone, rather than a general statement, does that make it different? | Why do we have hate speech laws? | And free speech?

See the teacher definitions for hate speech and free speech in the Guidance and Resources section, for guidance and key learning. Ensure the following points are drawn out through the discussion:

- Free speech can include negative or nasty speech. One might be offended by a statement but that doesn't necessarily make it hate speech. Hate speech is an attack on someone else's identity or belief system. Someone could disagree with a key principle of a religion, and criticise the religion for it, but unless they verbally attack someone on the basis of their religious beliefs, they are exercising free speech.

DIFFERENTIATION

Stretch: can you think of examples that blur the line between free and hate speech (**S** should be descriptive here, not graphic), e.g. **S** might offer an example of someone using homophobic language without directly saying what that person said.

T has photocopied hate speech and free speech definition cards (in Handouts section) for **S** who may need them.

Main Teaching Phase: Activity 1 (20 minutes)

LEARNING AND TEACHING ACTIVITIES

T joins pairs up to make groups of four (groups of three are adequate but no higher than four). Each group is given a set of cards (see Handout 5) to sort and arrange in a diamond shape in order of how far they agree with them. The statement at the top of the diamond represents the one they most strongly agree with, and the bottom statement the one they most strongly disagree with.

- T takes feedback from one group, asking what their top and bottom choices were. T asks next group if they agree or disagree, and continues to take feedback from each group.
- (If time allows), draw attention to any statements that haven't been commented on, T should ask a group where they placed the statement and again take feedback on whether other groups agree or disagree.
- T leads discussion on the impact hate speech can have on individuals and communities, and why someone might make hateful/intolerant comments. (*)

TALKING POINTS AND KEY LEARNING

After these group questions, T could ask: What similarities did we notice between our groups? | What have most of us prioritised, and why? | Does anyone disagree with the general consensus?

T could ask: What drives someone to post something hateful online? | How might they be feeling? Why may they be feeling this way? | Does the fact they are posting it online change the way they might express their views? | Does online hate speech always reflect how the person posting it truly feels? | If not, then why do they post it? | What are the different ways in which hate speech could impact on an individual? | How does it affect society as a whole? (T could make the comparison of hate speech to bullying, to draw out answers from S). (*)

Key Learning: this is a good opportunity to draw on prior learning, e.g. why do people scapegoat others? Often hate speech stems from people looking to blame others for social and political issues that affect them negatively. On the other hand, others may use the internet as an outlet to voice hatred due to their own personal insecurities. Others may simply be spiteful, emboldened by the anonymity the internet can provide – as such, their hate speech may not truly reflect how they feel.

DIFFERENTIATION

Stretch S with questioning, e.g. thinking back to our previous lessons in this unit, are we more influenced by hate speech than we think? | Where do we need to be most vigilant of hate speech?

Main Teaching Phase: Activity 2 (20 minutes)

LEARNING AND TEACHING ACTIVITIES

Mix up groups. **T** provides a case study to each group (see Handout 6); each case study describes an action taken by someone online; each group must determine whether theirs is an example of free speech or hate speech.

- **T** questions **S** on their responses; **S** must justify choices. Encourage them to use the terms free speech or hate speech correctly.
- **S** and **T** now mind map what actions young people can take when confronted with online hate speech. Use PPT slides to show specific social media tools. (Or **S** do this individually/pairs and present back to class).
- **S** should return to groups and consider which of these actions should be taken in response to their specific case study. If time permits, **S** can feedback their responses to the class, who in turn can comment on these actions.
- **S** must leave the lesson with a list of effective responses to online hate speech.

TALKING POINTS AND KEY LEARNING

T should ensure that all **S** cover the following (see 'Guidance and Resources' for descriptions):

- **'Reporting/Flagging'** e.g. to make the site owners aware of something that displays hateful content.
- **'Response'** e.g. calmly and politely responding to the comment explaining why it is mistaken/inaccurate.
- **'Block'** e.g. this prevents a person from being able to see or contact the person who blocked them.
- **'Ignore'** e.g. simply not replying to ignorant or inappropriate comments to avoid getting into an unnecessary online spat.
- **'Counter with positivity'** e.g. rather than engaging directly with a negative message offer positive comments, providing an alternate, constructive perspective.

Final Plenary & Assessment of Learning (5 minutes)

LEARNING AND TEACHING ACTIVITIES

Exit pass: S must note down...

- Three things they can do to challenge online hate speech
- Two considerations to keep in mind while taking this action
- One question they still have on digital citizenship

T signposts to S the wider national and regional support networks available to them on the final slide.

Guidance and Resources

Baseline Activity



GLOSSARY & BACKGROUND NOTES

Hate Speech

Teacher definition:

Hate speech is speech which attacks a person or group on the basis of their race, religion, sexual orientation or their physical or mental disability. Online hate speech is a major problem and something a lot of young people will encounter at some point.

Hateful content online can feed into social polarisation and drive individuals towards discrimination, hatred and violence. Effectively dealing with this material through discouraging its creation and reducing its viewership can play an important role in ending cycles of hate.

Globally, many countries have laws forbidding certain types of hate speech. In order to respond to hate speech in an informed, responsible and effective way, it is crucial that young people are able to correctly identify hate speech when they encounter it. In particular it is important for young people to be able to correctly distinguish between hate speech and free speech.

Student definition:

Hate speech is speech which attacks a person or group on the basis of their race, religion, sexual orientation or their physical or mental disability.

Student definition can also be found within Handouts section.



GLOSSARY & BACKGROUND NOTES

Free Speech

Teacher definition:

Free speech is the right to vocalise and share your opinions and ideas without fear of retaliation or censorship. Freedom of expression is recognised as a human right under article 19 of the Universal Declaration of Human Rights, and is recognised in international human rights law in the International Covenant on Civil and Political Rights.

Student definition:

Free speech is the right to voice and share your opinions and ideas freely and without fear of retaliation.

Student definition can also be found within Handouts section.

Activity 1

For this activity, refer to Handout 5. Groups will need the diamond nine statements to be printed out.

It's more important to express your own opinion than to worry about hurting someone's feelings.

We should practise tolerance and kindness in everything we do.

If you are unable to handle criticism, you shouldn't be online in the first place.

It is acceptable to challenge beliefs online, even if it offends some people.

We should always try to understand why people hold views different to our own.

If your views do not attack anyone's beliefs, you should feel free to share them online.

All that it takes for hate to win is for good people to do nothing.

You should always give as good as you get.

It is important to display tolerance towards the views of others online.

Activity 2

The case studies to be handed out to groups are as follows (see Handout 6):

You see a social media post which uses homophobic language to insult someone (Hate)

Someone shares a news article online asking the question of whether terrorist fighters returning to the UK should be allowed back in (Free)

You see comments under a social media post that racially abuse someone, making comments about their skin colour (Hate)

Someone comments under an online video that it is “sexist and disgusting” (Free)

Someone posts an image of a disabled person on social media, and mocks their disability. (Hate)

A social media post threatens graphic violence against someone because they are gay (Hate)

Once S have provided feedback to the class on their justifications for choosing free or hate speech, T should lead a brief mind mapping lesson to get S thinking about the ways in which they can effectively and maturely respond to hateful online content when they see it.

It should be open to different answers, but the mind maps must include the following:



'Reporting/Flagging' – If something you see online is hate speech, then flagging it will mean that the website moderator would have to check to see if they need to censor the comment.



'Response' – If you think it is worth it, then responding to a comment in a polite, rational way could help others to rethink their ideas online.



'Block' – If you feel threatened by a user because of their trolling behaviour or because of their use of hate speech then blocking them could be a sensible option.

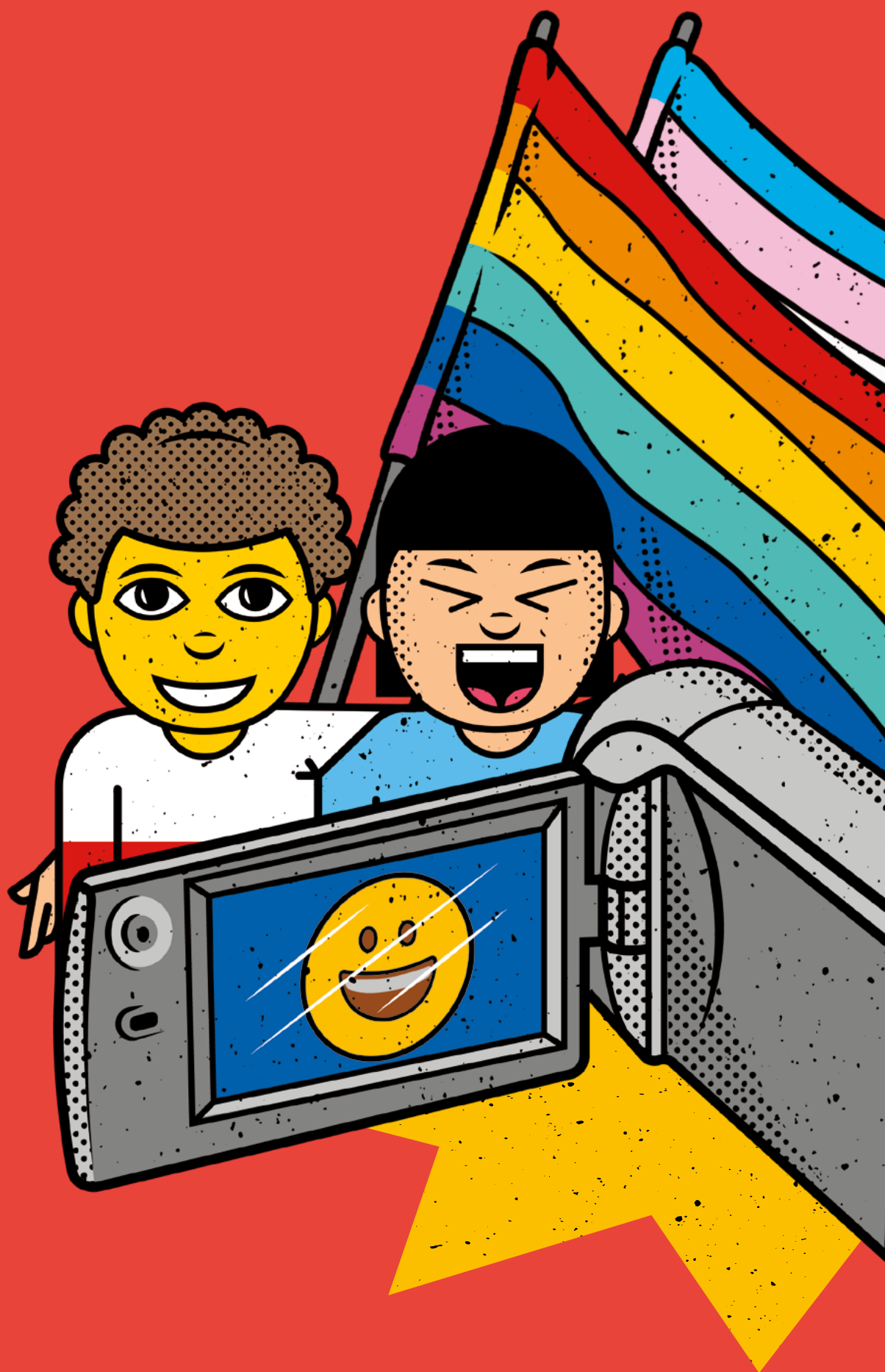


'Ignore' – Whether a statement is free or hate speech, you can ignore it.



'Counter with positivity' – If you have a positive perspective to share on something which you see being negatively commented on, add your own constructive thoughts, without directly engaging with the negativity.

Teachers should use the slides showing the specific icons for each social media tool, as per above.



Lesson 5:

Creators

For Change

Lesson Plan

TEACHER WILL NEED:

Classroom resources: Access to interactive whiteboard or regular whiteboard and projector, computer with access to PPT, post-it notes, video recording equipment (e.g. flip cameras, smartphones, school iPads).

Handout resources: Handout 7, Handout 8.

UNIT OF WORK: Be Internet Citizens.

PRIOR LEARNING: How to identify and respond to online hate speech.

LESSON 5 OVERVIEW: This optional final lesson allows students to showcase their learning across the previous four lessons, and offers them the opportunity to get creative through using video equipment.

The lesson is broken down into three sections: the first asks students to consider how they have used the internet in the past. The second asks pairs to conduct an interview in which they discuss what they find inspiring about the internet, and how they hope to contribute to it more positively in the future. The final section asks students to plan and create an awareness campaign on digital citizenship.

Students are encouraged to film sections 1 and 3, on smartphones, flip cameras, school iPads, or other devices available (in line with school policies). This content can then be used by the school in different ways, for example it could be played to PSHE classes in different year groups, or in year group assemblies.

N.B. Filming should only occur where students and parents have given consent, and any footage should be used and stored in line with school policy on data protection.

LEARNING OBJECTIVES:

1. To consider the importance of digital citizenship.
2. To analyse ways in which the internet can be used positively.
3. To design content which reflects digital citizenship learning.

LEARNING OUTCOMES:

1. Students can demonstrate increased confidence in their digital citizenship skills.
2. Students can explain how the internet can be an inspiring place and describe the various ways it can be used positively.
3. Students display creative and presentational skills when communicating their ideas.

Reconnecting Activity (5 minutes)

LEARNING AND TEACHING ACTIVITIES

Recap previous lessons: S volunteer to stand up and deliver one key fact they have learnt across the previous four lessons.

T outlines the structure of today's lesson: all S work in pairs and small groups to reflect on what they've learnt throughout the unit of work, and if they wish to, to use video equipment to document their learning experience and key messages across the series of lessons. With consent, this footage can be used in assemblies or PSHE classes of a different year group, to convey positive messages about using the internet.

TALKING POINTS AND KEY LEARNING

T could emphasise that video is a powerful and creative way to have positive conversations and bring people together. This lesson provides S with an opportunity to demonstrate this.

T could prompt S who are struggling for facts with questions, such as:
| What is the difference between free speech and hate speech? | Where might we find examples of emotional manipulation? | What is scapegoating?

DIFFERENTIATION

T should plan pairs and small groups in advance to ensure all S are working with classmates who will support each other and be productive. Ideally, S would work with a partner they do not know particularly well.

Main Teaching Phase: Section 1 (10-15 minutes)

LEARNING AND TEACHING ACTIVITIES

T displays PPT slide asking the following questions:

1. What words would you use to describe the way you have used the internet in the past, and why? Choose from the following options:

- Responsibly
- Carelessly
- Positively
- Freely
- Proudly
- Kindly
- Inquisitively
- Negatively
- Lazily

2. Have you used the internet as a tool to spread positive messages? If yes, provide examples. If no, consider where you have seen this being done effectively.

S are then asked to consider and write down their answers to these questions, for 6-8 minutes.

T then provides video recording equipment to those S who wish to film their responses. S are then asked to find a quiet place in the classroom to record their responses. Each recording should last no more than around 30-45 seconds.

S who do not wish to film themselves could do a quick speed dating activity, sharing their responses with other S in 2-4 minute bursts. Alternatively, S could share their responses to these questions with the T and the rest of the class as a whole. T facilitates this discussion, and asks questions such as:

Using the learning from previous lessons, why might it be tempting for someone to be more negative online than they are in person?

In some ways, there are more opportunities to make a positive difference to the world online than offline. How do you think this is possible?

Can you think of examples where you have seen the internet being used in a really positive way?

TEACHER WILL NEED :

Smartphones, flip cameras, school iPads and other devices could be used to record footage (in line with school policies).

Filming should only occur where students and parents have given consent, and any footage should be used and stored in line with school policy on data protection.

Main Teaching Phase: Section 2 (15-20 minutes)

LEARNING AND TEACHING ACTIVITIES

T now puts all S into pairs and provides them with a questionnaire (see Handout 7) to interview their partner. The interview questions are designed to get S to think about the different ways in which the internet can be an inspiring place and how it can be used to make a positive difference to people's lives.

S should complete the interview in 8-10 minutes max and then switch roles. S are encouraged not to rush through these questions, but to thoughtfully consider their answers.

TEACHER WILL NEED:

Copies of the questionnaire for all students.

Main Teaching Phase: Section 3 (15-20 minutes)

LEARNING AND TEACHING ACTIVITIES

T introduces next section: S will work in pairs or small groups to produce a short 2-3 minute awareness campaign on digital citizenship. This will capture their learning over the previous four lessons, as well as incorporating their questionnaire answers from the previous activity.

S are given the option of filming their awareness campaign, to be played back to the class at a later date, or, if of a high enough quality, to be used internally by the school (e.g. in assemblies or the PSHE classes of a different year group).

S who do not wish to record their answers also have the option of performing their campaigns to the class, either at the end of the lesson or at a later date. In keeping with the 'right to pass' rule, S who do not wish to be filmed or to perform should not feel pressured to do either.

The awareness campaign could be mapped out on flip chart paper, and could include:

- An overview of what digital citizenship is, and why it is important.
- Key takeaway facts about digital citizenship that are important to young people.
- Different examples of online inspiration (as noted down in the questionnaire activity).
- Ways in which young people can make their own contributions to an exciting and safe online environment (as noted down in the questionnaire activity).
- A song to play in the background, and other creative ideas.

TEACHER WILL NEED:

Smartphones, flip cameras, school iPads and other devices could be used to record footage (in line with school policies).

Filming should only occur where students and parents have given consent, and any footage should be used and stored in line with school policy on data protection.

Close of Unit (5 minutes)

LEARNING AND TEACHING ACTIVITIES

T signposts to **S** the wider national and regional support networks available to them on the final slide.

At the close of lesson, **T** provides **S** with their YouTube branded, Be Internet Citizens certificate (see Handout 8).

TALKING POINTS AND KEY LEARNING

For sections 1 and 3, **T** can encourage **S** to use the video equipment to record their responses by arranging for this footage to be displayed in another year group's PSHE lesson or assembly, to outline the importance of digital citizenship to other **S**.

It is important that **S** who do not wish to be filmed do not feel under pressure to do so. All **S**, whether filming their campaigns or not, should follow the success criteria outlined below, to ensure the campaigns reflect their understanding of digital citizenship and also offer an opportunity to think creatively.

Success criteria:

- **S** display an understanding of the definitions of at least half of the following concepts: fake news, biased writing, echo chambers, filter bubbles, emotional manipulation, scapegoating, us vs them mentality, hate speech, free speech.
- **S** are able to provide examples of where these concepts are exhibited online, and how someone should respond if they are viewing potentially harmful content.
- **S** should explain or demonstrate the skills they have developed rather than just presenting new knowledge, e.g. how to safely challenge hate speech, differentiate between fake and real news, manage the effects of filter bubbles/echo chambers etc.
- **S** should outline the different ways in which the internet is an inspiring place, for young people and more generally.
- **S** should briefly outline how their approach to internet usage has developed as a result of their increased understanding of digital citizenship.
- **S** are able to share creative ideas on how they would use the internet as a force for good in their communities and around the world, if there were no constraints.

Guidance and Resources

Section 2

Questionnaires to be handed to all students.
Please see Handout 7.

Close of unit

Please see Handout 8. A Be Internet Citizens certificate is awarded to all students that complete the unit of work.



Handout 7 Internet For Change Section 2 List of interview questions for students to ask their partner

Working in pairs, ask your partner the following questions and make notes
The interview should take 9-10 minutes max and then swap roles (20 minutes total).

Name: _____

Inspiration Online
List the Top 3 most inspiring things about the internet and why? (E.g. broadening experiences of different cultures and viewpoints, a particularly inspiring website, an online personality, a group on social media etc.)

1. _____
2. _____
3. _____

Small Steps
Thinking about what you've learnt about digital citizenship, what little things will you now do to have more positive experiences and support others online?

Big Ideas
If there were no constraints, how would you use the internet to make a positive difference to society, both in your own community and around the world?
IMPORTANT: Think big! What would you create, how would you improve what already exists, whose lives could you change, how would you inspire others etc.

1. _____
2. _____
3. _____



Handouts

Please find on the following pages the necessary supporting resources to be photocopied and distributed to students throughout the unit of work.

The full set of handouts includes:

Handout 1: Three sets of eight headlines (positive, negative, balanced)

Handout 2: A list of wider support networks for students and gap-fill exercise on where students can seek additional support

Handout 3: Name tents for Team Rover and Team Discover, and sets of skills for each team

Handout 4: A supporting worksheet for a video-based exercise

Handout 5: A list of statements to be cut out and ordered

Handout 6: A series of case studies on controversial social media posts

Handout 7: An internet-based questionnaire to be completed by students

Handout 8: Be Internet Citizens certificates

Please also find: Student-friendly definition cards for all key concepts covered in this unit of work

Digital downloads of the unit of work and supporting handouts can be found at: www.isdglobal.org/be-internet-citizens-resources

THREE SIDES TO EVERY STORY



Fake News

Fake news refers to articles or posts that appear to be factual, but which contain intentional lies, pretending to be facts, which are intended to influence people, attract viewers, or deceive them.



THREE SIDES TO EVERY STORY



Biased Writing

Biased writing occurs when a writer shows favouritism or prejudice towards a particular opinion, instead of being fair and balanced. It is used to push people towards a particular point of view.



THREE SIDES TO EVERY STORY



Echo Chambers

Echo chambers are social spaces in which ideas, opinions and beliefs are reinforced by repetition within a closed group.



THREE SIDES TO EVERY STORY

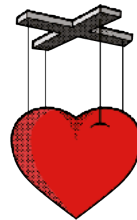


Filter Bubbles

Filter bubbles occur online when users are suggested content based on their previous internet consumption habits, and can lead to them being separated from information that disagrees with their viewpoint.



EMOTIONAL MANIPULATION

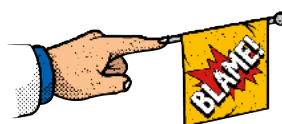


Emotional Manipulation

Emotional manipulation is a persuasive technique used to influence people by appealing to their emotions, rather than getting them to think things through.



US VS THEM



Scapegoating

Scapegoating is the practice of singling out a person or group within society for negative treatment and blaming them for social or political problems.



US VS THEM



Us vs Them Mentality

An 'Us vs Them' mentality divides the world into a negatively viewed, stereotyped group (them), and a positively viewed group (us). Divisions can be based on a wide range of identity characteristics such as race, religion, gender, class, nationality, and political views.



HATERS GONNA HATE



Hate Speech

Hate speech is speech which attacks a person or group on the basis of their race, religion, sexual orientation or their physical or mental disability.



HATERS GONNA HATE



Free Speech

Free speech is the right to voice and share your opinions and ideas without fear of retaliation.



MORE MISERY! Livid commuters show anger at hopeless rail company

Over 300,000 affected each day by inconsiderate rail workers, and at massive cost to local economy



Horsey-hell! Rail unions plan to strike on Grand National day causing chaos for punters

What's really behind these strikes? Money-grabbing train drivers care more about cash than passenger safety



GONE OFF-TRACK: greedy rail bosses are to blame for endless strikes

Whopping £50 million bill to be footed by poor taxpayers after unions reject reasonable deal



Rail strikes: still no agreement after days of talks

Strikes continue: well-paid rail workers seek yet more pay



**Staff from major rail firm
bravely strike over plans to
remove safety-critical guards**

**Strikes to preserve public
safety and the guard guarantee
shows resolve, says union**



**Rail bosses dubbed 'railway
bullies' over threats to punish
striking staff**

**Unions show no signs of
weakness as strike remains
solid today**



**More success for rail unions –
international support received
as Japan weighs in!**

**Strike is right!
Support your rail unions!**



**Workplace harassment and
bullying leaves train workers
no option but to strike**

**Train staff betrayed by
rail management who fail
to uphold commitments**



UK rail dispute continues as rail company workers strike

No winners here: clashes between unions and rail companies shows them to be as bad as each other



Rail workers strike over efforts to remove safety-critical guards and reduce pay

Rail-strike misery continues as union members reject dispute-ending deal



Staff from major rail firm to strike over safety-critical guards role

Rail strikes dispute: still no agreement after days of talks



Grand National punters to endure rail strike woes

Rail passengers to face further disruption as union calls two-day strike against major rail company



Want more support or advice?

Why not try accessing some of the following websites:

Childline – offers advice to young people under 19 on a range of issues including online safety: www.childline.org.uk

The Mix – a multi-channel service offering support to people under 25, enabling them to make informed choices about their wellbeing: www.themix.org.uk

Youth Access – an advice and counselling network striving to improve services for young people in the UK: www.youthaccess.org.uk

Relate – the UK's largest provider of support in helping people strengthen their relationships: www.relate.org.uk (Help for children and young people section)

Samaritans – provides emotional support to those who are struggling to cope and reaches out to high-risk groups: www.samaritans.org (England, Scotland, Wales)

Thinkuknow – seeks to empower young people, offering them support and an opportunity to express concerns: www.thinkuknow.co.uk

In my school, I am able to get help from the following people:

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.....

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In my local area, I am able to get support from the following organisations:

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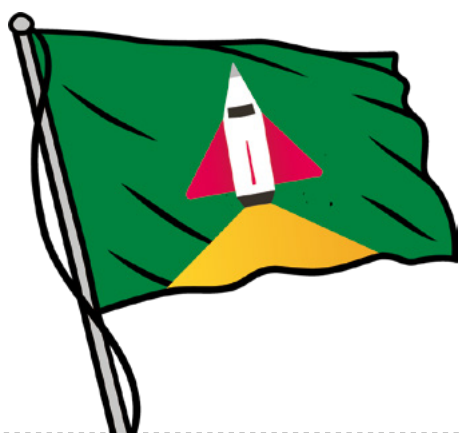
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DISCOVER



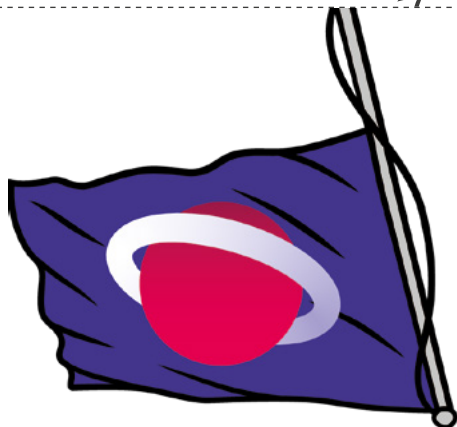
FOLD ON THIS LINE



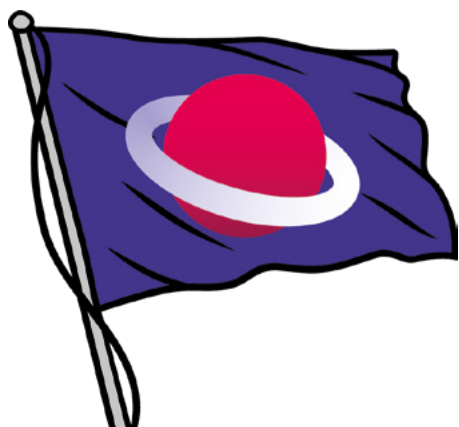
DISCOVER



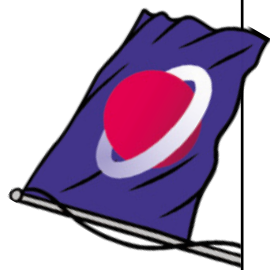
ROVER



FOLD ON THIS LINE



ROVER



ROVER

Cookery skills

Communication skills

Muscle strength

Story-telling ability

Reading ability

Musical talent

Speed/running ability

Emotional intelligence/maturity



DISCOVER

Construction skills

Resourcefulness

Athletic ability/fitness

Scientific knowledge

Communication skills

First aid

Creative thinking

Leadership skills



Additional Questions for Support

What is the video telling us we are not?

What does the video compare our bodies to? Why does it make this comparison?

If not our skin colour, where does the video suggest we can find out who we truly are?

The video includes the sentence: 'Where there is division, there will be conflict'. This means that when people feel divided from each other they will argue or fight. To what extent do you agree with this?

What does the video say we should do with labels?

What will happen if we stop using labels?

It's more important to express your own opinion than to worry about hurting someone's feelings.



We should practise tolerance and kindness in everything we do.



If you are unable to handle criticism, you shouldn't be online in the first place.



It is acceptable to challenge beliefs online, even if it offends some people.



We should always try to understand why people hold views different to our own.



If your views do not attack anyone's beliefs, you should feel free to share them online.



All that it takes for hate to win is for good people to do nothing.



You should always give as good as you get.



It is important to display tolerance towards the views of others online.

You see a social media post which uses homophobic language to insult someone



Someone shares a news article online asking the question of whether terrorist fighters returning to the UK should be allowed back in

You see comments under a social media post that racially abuse someone, making comments about their skin colour



Someone comments under an online video that it is “sexist and disgusting”

Someone posts an image of a disabled person on social media, and mocks their disability



A social media post threatens graphic violence against someone because they are gay

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1.
2.
3.



BE INTERNET CITIZENS

A programme by



In partnership with

ISD

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