UNIT 4.3
We are aware that our online content lasts forever

Getting the message: pre- and post-internet

1 About this unit

UNIT SUMMARY

In this unit, children will look at how we use the internet today to create and spread information very quickly. Children will compare and contrast the ways messages were sent before and after the advent of the internet. Then they will think about a digital medium through which they can spread information as if it was the 1940s, assessing the speed and reach of the message if it was sent via social media today.

REPORTING ROUTES

In Year 4, children should know a range of ways to report concerns and inappropriate behaviour through:

- talking to a trusted adult
- calling Childline (0800 1111).

These points should be re-emphasised in any teaching and learning where children are working online.

If any safeguarding issues or concerns arise during this unit, you must follow your School Safeguarding Policy.

ONLINE SAFETY FOCUS

In this unit, children will:

- understand that because of the internet, information can be spread more quickly and reach more people now than at any time in the past
- understand that although information posted on the internet might not always be true or accurate, it lasts forever.

ENGAGING PARENTS AND CARERS

- In this unit, children will take what they have learned from the session and share it with their family at home by creating a family digital media message.
- Consider running an online safety session with parents to discuss social media and the transformation the internet has made to the way we communicate.

TEACHER KNOWLEDGE

- Any content posted on the internet can spread incredibly quickly and last forever. It is therefore very important to consider anything that you, or other staff members, post online, in both a social and professional context.
- This lesson can be adapted to suit any pre-internet time in history.
- Review definitions of the following terms using the glossary on page 64: **Childnet**, **emoji**, **Facebook**, **follower**, **hashtag**, **Instagram**, **network**, **Twitter**, **Tumblr**, **YouTube.**

CROSS-CURRICULAR LINKS

Computing
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

2 Getting ready

ONLINE SAFETY PRINCIPLES

Think about how you can embed the online safety learning and outcomes from this unit within your whole-school online safety strategy through:

- whole-school e-team engagement
- online safety displays
- use of a website online safety area
- Twitter tweets. For example: 'This half term our Year 4 pupils are learning that information posted on the internet lasts forever.'
- a school newsletter. You may wish to paste the following advisory text for parents and carers into your school newsletter, or send home in book bags (see editable *Newsletter text* on My Rising Stars): 'This half term, Year 4 pupils have been learning that information posted on the internet lasts forever so we should always be respectful and kind whenever we post content online. Children have been asked to create a digital message with their grown-ups at home (this could be via any social media platform) and share it with school.'

THINGS YOU NEED

- Interactive whiteboard

THINGS TO DO

- Print and photocopy *My digital message* photocopiable master – one per child.
- Ensure you can access **Twitter** in your school and find an appropriate feed to demonstrate how messages are presented. Double-check this prior to running the session to ensure no inappropriate content is displayed.

⭐ MY RISING STARS RESOURCES

- *1940s Doctor Carrot poster* (.pdf)
- *My digital message* (.pdf)

⭐ OTHER RISING STARS RESOURCES

- This lesson has links with *Switched on Computing Unit 3.4 – We are vloggers* and *Unit 3.5 – We are communicators*.

👥 INCLUSION/THINGS TO CONSIDER

- Be aware that some children may have no experience or awareness of social media. Explain that it is not necessary to have used it to understand how the internet has transformed communication.
- During discussions with children in this unit you may discover that some pupils are accessing applications that are inappropriate for their age. Be confident about discussing any such issues with parents and your safeguarding lead as soon as you become aware of them.

www USEFUL LINKS

- Childnet social media information: www.kidsmart.org.uk/socialnetworking/
- BBC Stay Safe site: www.bbc.co.uk/cbbc/curations/stay-safe
- Childnet film winner – 'Times have changed' – show offline has moved online: www.childnet.com/resources/film-competition/2016/primary-finalists

3 Running the lesson

Resources

- Twitter feed on screen
- *1940s Doctor Carrot poster*
- *My digital message* photocopiable master – one per child

Possible outcomes

- Children will use their knowledge of social media conventions to create a historical message based on a current topic.
- They can share this message with home and create their own family message to share with school.

Step 1: Introducing the session

- Explain to the children that in this online safety session they are going to think about how information was spread before the internet. They will then compare this with how quickly information can be spread now.

Step 2: Messages pre-internet

- Project the Doctor Carrot poster onto the interactive whiteboard. Explain that this was created in Britain during the 1940s. Look at the presentation of the poster. Discuss what the poster means, the intention behind it and how effective it might have been at the time.
- Ask children to consider the materials and machines required to produce it. Could anyone have made and distributed this poster? How long might it have taken to make thousands?
- Explain that in the 1940s, it is unlikely everyone could have made the poster because people needed access to expensive machines and materials needed to produce and distribute it.

Step 3: Messages post-internet

- Ask the children to think about the types of communication we use now that didn't exist in the 1940s, focusing on digital media as a means of spreading information. The children might not be aware of all the different types of social media so this is a good opportunity to find out which sites and apps they have experience with (for example, Twitter, **Facebook**, YouTube, **Instagram**, **Tumblr**).
- On the interactive whiteboard, show an example of a Twitter feed. Look at conventions like logos, **hashtags**, emojis, etc. What is the message here? How does the way this information is presented compare to the 1940s poster?
- Ask the children to consider the speed and distance that a message (like a tweet) might travel compared to the speed it might have travelled in the 1940s. Why does the message spread further faster now than it might have then? Discuss digital media concepts like '**followers**', 'groups', 'communities' and '**networks**'. How long might it have taken for the message to reach thousands of people?

- Ask the children to think about who can create information online and compare it to who could create posters like Dr Carrot in the 1940s.
- Now ask the children what they think happened to the poster after the the Second World War and what they think happened to the Twitter message after it had been written.

Step 4: Creating a message

- Explain that because of the internet, messages can be posted online by anyone with a device and internet connection, and this message will last forever.
- Ask the children what the significance might be of messages lasting forever. What impression might a silly or unkind message have on people that don't know them? What would their grown-ups at home think if they saw this content? What about prospective schools, colleges or employers? Could this affect their opportunities later in life? How would they feel if thousands of people saw something they later regretted writing?
- Ask the children to create an online safety message they would be happy to share with anyone in the world. It could be to reinforce the concepts from this unit, or from a different online safety session. Remind them that the message will stay online forever, so they must ensure the message is appropriate, respectful and kind.
- Hand out copies of the *My digital message* photocopiable master. Ask children to design their message on paper. Will it have hashtags and emojis? How many words can it have? Will there be video content or photographs? Will it have a graphic? What type of online application will the creators use to share their message?
- Once everyone has designed their message, ask the children to swap it with someone so that it can be critically assessed.
- Questions to consider when assessing:
  – What makes the message interesting?
  – Who do you think it is for?
  – How can we know if the message is accurate?
  – What does the message tell us about its creators?
  – Would you post this message on social media today; give reasons?

Step 5: Summing up

- Reinforce that because of the internet, messages spread further and faster than they ever have. Anyone with a device and an internet connection can create a message and upload it onto many different types of social media. People who create messages must be mindful that they last forever.

④ **Taking it further**

- Ask the children to take their online message home and share it with their family. If your school uses digital communication, challenge them to create a family message (this does not have to be online safety related) and share it with school. Remind them that the message will stay online forever, so they must use their digital citizen skills to ensure the message is appropriate, respectful and kind.