

### 1 About this unit

#### UNIT SUMMARY

In this unit, children will understand that **online identities** may be misleading or false. They will look at fictitious online identities to see what they can learn about their real life identities. Then they will create their own **avatar**, distribute them randomly and try to guess the identity of the creator. Finally, they will apply their understanding of online identities when discussing this issue at home with their family.

#### REPORTING ROUTES

In Year 3, 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 internet identities are actively constructed by the user
- recognise that internet identities can be misleading or not representative of the creator
- recall that personal information should not be shared by anyone online who we don't know in real life.

#### ENGAGING PARENTS AND CARERS

- In this unit, children will find out if their grown-ups at home have ever created an avatar for gaming or for work.
- Consider running an online safety session with parents to discuss online identities and who we really know online.

#### TEACHER KNOWLEDGE

- Be aware of what we mean by **internet identity**. Everyone has different internet identities depending on which sites they are accessing and with whom they are communicating. For the purposes of this unit, it is important for the children to understand that everyone has a choice about how they present themselves online.
- Review the definitions of the following terms using the glossary on page 64: **avatar**, **gamertag**, **internet identity**.

#### 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 3 pupils are finding out about online identities.'
- 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 3 pupils have been learning about online identities and how sometimes these can be misleading or fake. They have created their own safe online avatar which does not provide

any personal details about themselves and have been asked to share this with you and find out if their grown-ups at home have any experience of creating avatars themselves.'

### THINGS YOU NEED

- Interactive whiteboard
- Colouring pens/pencils

### THINGS TO DO

- Familiarise yourself with the steps of this activity before running this online safety session.
- Print and photocopy *My avatar* – one per child.



### MY RISING STARS RESOURCES

- *Online identities* (.ppt)
- *My avatar* (.pdf)

### OTHER RISING STARS RESOURCES

- This activity can be linked to *Switched on Minecraft, Activity 1 – We can create characters*. This activity can be adapted so that children build an online character and name within the game 'Save the world' so you can show the children examples of online characters when you next run the session.



### INCLUSION/THINGS TO CONSIDER

- Some children might not play video games at home or watch any YouTube videos. Reinforce that it is not necessary to do this to understand how online identities are created and learn about protecting personal information.



### USEFUL LINKS

- Online avatar creator: <http://avatarmaker.com>
- Online Minecraft skin creator: <http://minecraft.novaskin.me/>
- CEOP KS1 film 'Kim and Lee' – personal information and video games (8:35 minutes). Accessible via [www.youtube.com/watch?v=nMUbHuffO8](http://www.youtube.com/watch?v=nMUbHuffO8) (no sign-in required) or [www.thinkuknow.co.uk/Teachers/Resources/](http://www.thinkuknow.co.uk/Teachers/Resources/) (sign-in required).
- Caught in the web (Newsround) provides several online safety storylines; the 'White Knight and Lost Princess' storyline is the most relevant for this unit: [www.bbc.co.uk/newsround/13908828](http://www.bbc.co.uk/newsround/13908828)

### 3 Running the lesson



#### Resources

- *Online identities* (.ppt)
- *My avatar* photocopyable master – one per child

#### Possible outcomes

- Children will use their knowledge of online identities to create an avatar and **gamertag** that keeps their personal information safe.

#### Step 1: Introducing the session

- Explain to the children that this session is all about online identities and the information we provide to others when we are on the internet.
- Tell the children that an online identity is how we choose to present ourselves to others when we are online.

#### Step 2: Examining online identities

- Ask children if they have ever seen any online identities or avatars before, perhaps while gaming online or from watching YouTube videos. Use this discussion to get a sense of children's experiences.
- Open up the PowerPoint presentation and look at the two online identities on the first slide. Explain that these avatars are part of *BatManBilly* and *mightymonkey*'s online identity, which is made up of a character, or avatar, and a name they have chosen.
- What do their avatars tell us about *BatManBilly* and *mightymonkey*? Discuss why they might have chosen a bat and a smiling monkey, e.g. they look kind, friendly, interesting, etc.
- Now ask the children what *BatManBilly* and *mightymonkey*'s online identity tells us about their *real* life, e.g. name, gender, age, where they live, etc. Ask them to recall what they have already learned about personal information (*Unit 1.2 – We are kind and thoughtful*). Do *BatManBilly* and *mightymonkey* keep their personal information safe? How do we know? (Neither *BatManBilly* or *mightymonkey* give away any personal information.)

#### Step 3: Deciding what we know about people online

- Now open the next slide on the PowerPoint presentation. Read out the text about BrownBear.
- Give the children a couple of minutes to discuss what they think they already know about Sam from the avatar and information given. Ask them if they would share their personal information with Sam and discuss their reasons.

CONTINUED ON PAGE 39

- Whatever the children decide about Sam, 'reveal' the opposite. For example, if they decide Sam is a boy who likes Minecraft, reveal that Sam is a 30-year-old mum who doesn't play Minecraft at all. Sam is not even her real name.
- Explain that Sam has done a good job making an online identity because she has kept her personal information safe. We cannot know anything about her from her online identity. Recall that everyone online who we don't know in real life is a stranger and we should only share our personal information with people we know and trust in real life.
- Take this opportunity to ask the children who they trust with their personal information and what they should do if someone online asks them for information about themselves.

### Step 4: Creating safe avatars

- Now ask the children to think about and discuss an avatar and name for their own online identity. Perhaps some children already have a gamertag for playing video games and can share how and why they chose it.
- Hand out *My Avatar* photocopyable master and explain that their avatars can be creative, colourful and wacky. However, everyone must remember that their online identity should not reveal any personal information.
- Question the children while they are working, e.g. why have they chosen particular colours or names? Does their chosen name and avatar reveal anything about their real life?
- Once the children have finished their creations, collect them in and redistribute them randomly to see if the children can guess the real identity of the creator.

### Step 5: Summing up

- Reinforce that an online identity is chosen and created by the user and should not reveal any information about the creator's real life. Because of that, we cannot know anything real about anyone from their online identity. This is especially important to remember when we are playing games and having fun online.

## 4 Taking it further

- Challenge the children to think of how many online activities might require an online identity, e.g. PlayStation Network, Xbox Live, YouTube, etc.
- Ask the children to take home their avatar creations and ask other members of their family if they have ever created an avatar when working online. Why did they create this avatar?