

# We are protecting our online reputation

## Developing strategies to protect our future selves

### 1 About this unit

#### UNIT SUMMARY

In this unit, children are going to understand that posting inappropriate, rude or offensive content online can affect our online reputation. They will start by thinking about how a negative online reputation might affect us, and role-play their future self meeting their future boss. Finally, they will discuss different ways they can help prevent putting something online they might later regret.

#### REPORTING ROUTES

In Year 5, children should know a range of ways to report concerns and inappropriate behaviour through:

- talking to a trusted adult
- calling Childline (0800 1111)
- clicking the CEOP button.

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 posting inappropriate information online can cause regret later
- understand how to manage their online reputation
- understand that, although information posted on the internet might not always be true or accurate, it can last forever
- understand that it is possible to search the internet for information about particular individuals.

#### ENGAGING PARENTS AND CARERS

- Children will take what they have learned from this session and share it with their family by asking them to find out everything they can about themselves from a search of the internet.
- Consider running an online safety session for parents to discuss the effects of a negative online reputation. You may wish to reference lines of communication that parents and governors use to discuss school life, i.e. WhatsApp or Facebook, and how this communication should always be appropriate and set a good example for children.
- Consider sharing relevant web content with parents about managing online reputation (see *Useful links*).

#### TEACHER KNOWLEDGE

- By the time an individual has reached adulthood, the amount of online information available about them can be significant. This information forms our online reputation, which can be easily searched. A negative online reputation (where individuals post inappropriate information) can affect relationships, career and training opportunities and even our financial security (through identity theft).
- Review definitions of the following terms using the glossary on page 64: **digital footprint**.

#### 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 5 pupils are learning about how they can protect their online reputation.'
- 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 5 pupils have been learning about the best ways of protecting their online reputation by developing strategies to avoid posting inappropriate content online. All children have been asked to undertake a web search with their grown-ups at home about a member

of their family (or someone famous, if more appropriate) to find out what information is available about these individuals. Please support them in their learning and contact the school if you need help in completing this task.

### THINGS YOU NEED

- Interactive whiteboard with sound if you would like to show the optional video clip listed in *Useful links*.

### THINGS TO DO

- Double-check the content of all websites before sharing in class.
- Familiarise yourself with the steps of this activity before running this online safety session.
- Print and cut out the statement slips from the *Online reputation statements* photocopiable master so that half the class have one statement each.



### MY RISING STARS RESOURCES

- *Online reputation statements* (.pdf)



### OTHER RISING STARS RESOURCES

- This unit links to work from *Switched on Online Safety Unit 4.3 – We are aware that our online content lasts forever*.



### INCLUSION/THINGS TO CONSIDER

- Some children may not have access to the internet at home. Consider running an internet search in school of a famous figure, historical or otherwise, to see what information you can find out about them.



### USEFUL LINKS

- Horrible histories – Guy Fawkes' guide to internet privacy: [www.youtube.com/watch?v=eAluYRla1nQ](https://www.youtube.com/watch?v=eAluYRla1nQ)
- Internet matters – online reputation information for parents (geared towards secondary pupils but still relevant): [www.internetmatters.org/issues/online-reputation/](http://www.internetmatters.org/issues/online-reputation/)
- Childnet film winner – 'Football friends' (considering the consequences of our actions): [www.childnet.com/resources/film-competition/2013/primary-category](http://www.childnet.com/resources/film-competition/2013/primary-category)

### 3 Running the lesson



#### Resources

- *Online reputation statements* photocopiable master – one statement each for half the class (so one copy may be enough)

#### Possible outcomes

- Children will develop strategies for protecting their online reputation.

#### Step 1: Introducing the session

- Explain to the children that in this online safety session, they are going to pretend they can teleport into the future to find out how posting inappropriate information on the internet can affect their online reputation.
- Explain that our online reputation is made up of all the content we post online, and this can be searched to find out more about us. Draw parallels here with the concept of a digital footprint.

#### Step 2: How can an online reputation affect us?

- Ask the children to think about the idea of online reputation. Can they think of examples where uploading content may result in a negative online reputation? Ask them to discuss this in groups and then feedback to the class. Scribe their responses on the interactive whiteboard. Examples may include: posting rude or offensive comments about individuals, cultures or races; providing personal information, such as their date of birth or telephone number, uploading inappropriate pictures of themselves or others.
- Ask the children to imagine they are 18 years old. What might they be doing then that is different to now? Give some examples if appropriate: applying for a job or further education, moving into their own flat or house.
- Now ask children to consider what effect a negative online reputation might have on this future. How might it affect these things? If necessary, refer back to the responses scribed on the interactive whiteboard about generating a negative online reputation. Examples might include: rejection from a course provider or a potential employer. If appropriate, also discuss the possibility of identity theft (where people's personal information is used by others for fraudulent purposes, such as to obtain credit).

#### Step 3: Role-playing the future

- Explain that the children are going to perform a role-play, between the first meeting of their future selves and their future boss. Ask the children to pair up and decide who will be the boss and who will be the employee.

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- Hand out an online reputation statement (from *the Online reputation statements* photocopiable master) to all children playing a boss character (ask them to keep the slip to themselves and only read out the contents when the employee has introduced themselves). Ask the employees to introduce themselves to their future boss. (If necessary, model an introduction.) Each boss should reply with the comment on the slip.
- Pause the role-play and give the children a minute to compose themselves. Explain that each boss got their information from the internet.
- Ask the 'employees' how they feel. What was it like to know that the very first time they met a new person, that person had negative information about their past? Ask the 'bosses' what they think of the new employee after reading their information. How might this affect their career path?

### Step 4: Creating strategies for protecting our online reputation

- Now ask each pair to look at the comment on the slip and try to understand why and how the information could have ended up online. Ask them to share their ideas with the class. If necessary, suggest that some of these comments may have been posted online when people were feeling sad, angry, or when they were boasting or exaggerating about the things they've done.
- Encourage the children to discuss ways they can avoid putting things online they might later regret. For example, sharing problems or worries with trusted friends and adults we know in real life, thinking about the possible consequences before we post. Scribe their responses on the interactive whiteboard.

### Step 5: Summing up

- Recap that our online reputation is made up of all the things we post online. This information can be searched by anyone, including schools, colleges and employers. When we post offensive, rude or inappropriate content, this can have a negative affect not only on our online reputation but also our education and future employability. It is therefore important to always remember our online safety rules and think carefully before posting anything online.

## 4 Taking it further

- Ask the children to take home what they have learned from this session and suggest their family search the internet for information about each other, or a famous person, to see what they can find out.
- Encourage children to talk to their grown-ups at home about safe ways to have fun online while being mindful of activity that might be regrettable in the future.