Below you will find quick activities to accompany our in depth lesson plan to support the theme of **'Play your part for a better internet.'**

The web we want

Ask the group if they believe that people write/say more negative things online than they would say to someone face to face. Why do they think this is? Can clear rules and expectations about how we use the internet help people to behave more positively?

Divide the young people into groups of 4 and ask them to think about an ideal internet community. Challenge them to devise 3 terms and conditions that everyone should sign before accessing the internet that would make online communities better places. Encourage the groups to be as creative and idealistic as possible. Examples could include:

• I understand my actions and words can affect other people.

• I promise that I will think before I post.

• If I break the terms and conditions, I understand I will receive a 3 day ban.

• I understand that using the internet is a privilege and one I should not abuse.

Watch SID TV videos

In some of the videos, young people speak out about their experiences online. After watching some of the videos ask the young people:

• Do you think certain groups of people get more online hate than others? If so, why do you think this is?

• What do you think the best advice is to deal with negative comments or cyberbullying online?

• If you saw negative comments being written about your friend, what would you do?

• What can be done to reduce the amount of online hate?

Thinking about how we communicate

Words matter and the way we express ourselves can have a positive or negative impact on others. It can be difficult and sometimes awkward to give sensitive news to others. This activity asks young people to reflect on how they would respond given the following sensitive scenarios. Thinking about how we convey messages offline to others can help us to consider how best to word our online communications to ensure we don't offend others or have our message be misunderstood.

Divide the group into pairs and hand out the scenario cards **(Appendix 1)** and the response cards. Allow time at the end to hear examples from some groups.

Scenario 1: While your friend was on holiday, you agreed to look after their pet. The day before your friend was due to come home, the pet managed to escape and is now missing. How do you tell your friend that their pet is missing?

Scenario 2: You are shopping with your friend and they try on a new outfit. They really like the outfit and ask for your opinion. The outfit isn't very flattering on them but you know that they are quite sensitive. As you don't want to upset them, how do you tell your friend that the outfit doesn't really suit them?

Thinking about how we communicate cont.

Scenario 3: You are scrolling through your Facebook feed and you come across a post that your friend has written about a certain topic. The topic is very personal to you and you find their message upsetting/offensive. How do you tell your friend that their post offends you?

Debate

The internet is a fantastic tool to allow young people to connect with others, to learn about the world and to share ideas and experiences. In democratic societies, we have the right to freedom of expression which allows us to share our opinions with the world, within limits. The secondary lesson plan explores the balance between freedom of expression and online hate.

This quick activity asks your group to watch the British Library's update Magna Carta 'My digital rights' video - '**Trolling as a form of freedom of expression'** (http://www.bl.uk/my-digital-rights/videos/freedom-trolling-as-freedom-of-expression**).**

Show your group the video and then ask the following questions.

- What is your definition of 'trolling'?
- Do you agree that trolling should be against the law? If so, why?
- When do you think the person in the video 'crossed the line'?
- What should happen to people who repeatedly troll others?

Split the group into two; one group **'for'** the statements below, the other group **'against'**.

Pose each question and give each group a chance to discuss and respond:

- Online hate is just someone's opinion; everyone has a right to freedom of expression? **Do you agree or disagree?**
- "Sticks and stones may break my bones but words will never hurt me." If people read things that offend them, they should just forget about it. **Do you agree or disagree?**

- Words hurt – there are some things that you just can't say. Trolling and cyberbullying should be against the law. **Do you agree or disagree?**

- If you make online hate illegal, that is a form of censorship. Trolls will just find other ways to spread their hate. **Do you agree or disagree?**

Quick Activities

Secondary Pack

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Quick Activities – Appendix 1

Secondary Pack