

4

MEDIA LITERACY AND DIGITAL RESILIENCE - Advertising, persuasion and thinking critically



YEAR GROUP:
3/4 KS2



DURATION:
1 hour



LEARNING OBJECTIVES – students will learn...

- To recognise that images and information online can be altered or adapted and the reasons for why this happens
- To make safe, reliable choices from search results
- How to report something seen or experienced online that concerns them. E.g. images or content that worries them, unkind or inappropriate communication
- Why people might choose to buy or not to buy something online e.g. from seeing an advert
- That search results are ordered based on the popularity of the website and that this can affect what



KEY VOCABULARY/LANGUAGE

- STEM sentence - *Am I looking at something true or false, real or fake?*
Is this a red flag ... or a green flag?
- Manipulation
- Critical thinking
- Misinformation
- Truthful and accurate



WHAT YOU WILL NEED

- Red paper, green paper - pre cut rectangles - you can premake these and hand them out to save time
- Pencils or lollipop sticks
- Cellotape
- Lesson 4 resources doc

DESIGN True or false flag activity

MAKE a red flag and a green flag (5 mins)
(slide 3)

- Hand out red and green paper piece to each child and 2 lollipop sticks
- sellotape a rectangle of green and a rectangle of red to each lolly stick or pencil
- Write NO on the red flag
- Write YES on the green flag

Sit in a circle or at desks holding your 2 flags (10 mins)

Close your eyes - vote yes or no to each question (slides 4 - 10 prompts) - open your eyes to see how the class have voted

Teacher to expand on the reason for the yes/no answer and make sure everyone understands why

- You've received a friend request from someone you don't know. Do you accept them?

red flag /no is the right answer

- You want to post a video online but you were wearing your school uniform in the video. Should you post it?

red flag /no is the right answer

- In a game chat someone you don't know sends you a link. Should you click it?
red flag /no is the right answer

- Someone you know has sent you a message saying horrible things about another person. Should you ignore the message and show an adult?

Green flag/ yes is the right answer

- You've been chatting to another player on an online game for a few weeks and they've suggested meeting up at the weekend. Do you arrange to meet?

red flag /no is the right answer

- You are struggling to pass a level on a game. A friend says that they can pass the level for you if you give them your password to log in. Do you share your password?

red flag /no is the right answer

- You find out someone has shared an embarrassing photo of you, should you tell an adult about it?

Green flag/ yes is the right answer

FYI: Questions from:

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/quiz/>

DESIGN Real or fake radar

Slide 11 prompt

We need to be able to recognise that images and information online (and in print) can be altered or adapted and the reasons for why this happens

We need to have our Critical thinking radar dialled up to spot when something is not right

Toolbox Extension

Design your own critical thinking radar helmet

Imagine you have this radar on your head, turned on and tuned in..

→ Show each image (slides 1 - 17) and discuss whether it is real or fake and use the 5 point guide below to steer your discussion.



→ Last picture of the Cottingley fairies (slide 19 and 19) This idea of real and fake has been around for a long time before the internet was invented. These fairies were created by young people and were believed for years.



→ Watch this video about the History of fake news (slide 20)

<https://www.bbc.co.uk/bitesize/articles/zqd9239>

→ Talk though the 5 points below to make sure all points covered (slide 21)

Not everything posted on line is real or true. But there are lots of ways to spot fake news:

1. Don't react straight away

Fake news is often designed to make you scared, worried or angry And this can make it hard to think. Take a few minutes before you react or comment on something.

2. Think about whether it could be a hoax or made-up

Lots of people spread rumours online. Sometimes a picture could be posted with a made-up story, or with language to try and grab your attention.

3. Check the source

Look at the name of the website and see whether it looks real. Try to find out whether there's any evidence to back up what's being said, or if it's been confirmed on news websites you trust.

4. Look at the date and other information

Lots of older posts and news articles might have out of date information. If you're looking at a picture, check to see if there's anything that doesn't make sense or that doesn't look real.

5. Ask an adult you trust

Always get a second opinion when you're not sure. Try asking someone you trust, or speak to a Childline counsellor.

If you've been sent something and you're not sure if it's real, don't share it.

ACTIVITY 2 / IDEATE**25 MINS****Red Flag/Green Flag: a song to help us remember**

→ Make a list of DOs and a list of DON'Ts, short and snappy sentences. Write on the board:

DO	DON'T
think twice before you click	share until you're sure
tell an adult if you're uncertain	agree to risky challenges

→ Make into a simple warning song/rap, with a red flag/green flag chorus.

Toolbox tutorial Film Song writing**ACTIVITY 3 / EVALUATE****10 MINS****Perform and record the song**

- What could we improve to make sure our message is clear?
- Write a list and then now or later ...
- ...Get this ready to perform to the whole school so they all know how to stay safe online

ASSESSMENT QUESTIONS / CAPTURE

- I understand that I need to make safe, reliable choices from search results
- I recognise that not all images I see online are always completely genuine
- I know that if I am worried about something I have seen online I should tell a responsible adult