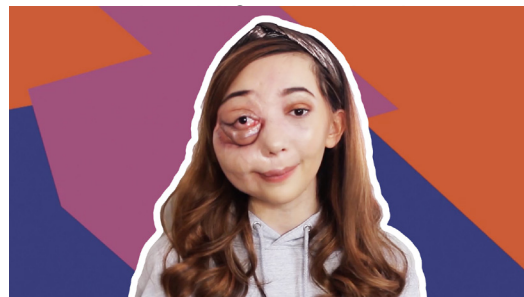


Resource:

## [Nikki Lilly - Having a positive impact](#)



<https://www.bbc.com/ownit/its-personal/nikki-lilly-having-a-positive-impact>

»» Video: 1 mins 53 secs

»» Article: 1 min read

### Learning objectives:

- »» 'I can describe how to **find out information** about others by searching online'
- »» 'I can explain ways that some of the information about anyone online could have been **created, copied or shared by others**'
- »» 'I can explain the ways in which anyone can **develop a positive online reputation**'

### Content summary:

- Why it's important not to share personal information
- She talks about ensuring that whatever she posts has a positive impact
- She outlines good aspects of being online including staying in touch with friends and family, supporting each other through tough times, sharing
- Some negative aspects or 'cons' too – cyberbullying, trolling, online hate
- Ground rules: Think before you speak, treat others how you would like to be treated and be mindful of what you are posting
- Don't share your password or talk to strangers
- Setting your account to private
- If you haven't got anything nice to say, don't say anything at all

### Glossary:

- **Trolling:** deliberately trying to upset, provoke or start a row online, usually by making many negative comments
- **Self-esteem:** how someone feels about themselves, how they value who they are and what they can do
- **Filter:** a digital tool that changes the appearance of a photo, often used to remove things that are thought of as negative and to change someone's appearance before the image is posted to social media
- **Mindfulness:** paying close and careful attention to what you are doing
- **Ground rules:** an agreed set of rules for a particular situation, activity or place

Topic introductions and starters	<p><b>Before the video:</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to write down their current understanding of the key phrases and words from the glossary. This could be done individually or in pairs with some discussion</li> </ul> <p><b>After the video:</b></p> <ul style="list-style-type: none"> <li>• Check understanding of the key vocabulary and correct any misconceptions</li> <li>• Write down Nikki's key messages, either in small groups or as a whole class</li> </ul>
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Discussion Points	<p><b>What does positive impact mean?</b> Do people all find the same things 'positive'?</p> <p><b>Why is self-esteem important?</b> Can you have low or high self-esteem? Can that change? How?</p> <p><b>Does looking different mean you should expect lots of comments about it?</b> Should you have to discuss it with people?</p> <p><b>What is the difference between banter and trolling?</b> When does one become the other?</p> <p><b>Do different people have different levels of tolerance for negative comments?</b> How can we tell?</p> <p><b>Are Nikki's ground rules for online behaviour useful?</b> Which ones work for you? Do you disagree with any? Why?</p> <p><b>Do you think Nikki will have had a different online experience to you?</b> How would you cope with negative comments?</p>
Fillers and fast finisher activities	<ul style="list-style-type: none"> <li>• Look at the comments made on the video and write one of your own – make it positive</li> <li>• Write a transcript of Nikki's comments and put them into speech bubbles with illustrations - use either pencil and paper or digital presentation software</li> <li>• Make a list of the positive and negative aspects of being online that Nikki mentions, and then add some of your own ideas to each list</li> <li>• Work in pairs to explore what it might feel like to receive positive comments and negative comments – use the role play to practise explaining the effect of positive and negative comments directly to the person who made them</li> <li>• Role play a scenario where someone always posts filtered and artificially positive content. As their friends, ask them why they do it and encourage them to be more 'real'</li> </ul>
Signposting potential homework activities	<ul style="list-style-type: none"> <li>• Share the video with friends and family and discuss Nikki's experiences and her ground rules – compare them to their own personal online rules</li> <li>• Create your own list of ground rules like Nikki's and make them into a poster or leaflet</li> <li>• Write an acrostic poem or article using POSITIVE as the first letters of each line</li> </ul>

## Test your knowledge with an Own It Quiz

<https://www.bbc.com/ownit/its-personal/having-a-positive-impact-online-quiz>

Project Evolve has further resources to help cover these learning objectives.  
Please note that registration is required to access these materials.

»» [Link: 'I can describe how to find out information about others by searching online'](#)

»» [Link: 'I can explain ways that some of the information about anyone online could have been created, copied or shared by others'](#)

»» [Link: 'I can explain the ways in which anyone can develop a positive online reputation'](#)