

Resource:

## Seen something upsetting online? What to do about it?



[Seen something upsetting online? What to do about it?](#)

»» Video: 2 mins 37 secs

»» Article: 1 min 30 secs read

### Learning objectives:

- »» 'I can explain how people can represent themselves in different ways online'
- »» 'I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know & can give examples of how to get help, both on & offline'
- »» 'I can explain the importance of asking until I get the help needed'
- »» 'I can describe positive ways for someone to interact with others online & understand how this will positively impact on how others perceive them'

### Content summary:

- This video explains how to deal with upsetting, worrying or scary stuff that you might see online. It gives the following guidance:
- Remember you are in control – you can stop before you click, close it down, delete it
  - Block it and report it – block the user, report to the platform
  - Don't pass it on – don't send it on to others
  - Check device and privacy settings – don't give out personal details, don't accept friends you don't know in real life
  - It's not real – challenges and scary threats are not real, you don't have to take part
  - Tell an adult – talking to someone you trust will help
  - Get further help – ChildLine is available 24 hours a day

### Glossary:

- **Challenge video:** a type of online video posted on social media that challenges you to carry out specific tasks
- **Block:** to cut off online communication with someone: they cannot contact you or see your posts and you can't see theirs
- **Digital Platform:** A digital service that provides an online place or system with tools and apps
- **Content:** the material that people put online – including video, text, image, animation, sound
- **Device:** a machine designed and built to carry out specific tasks – often used to mean electronic or digital device
- **Privacy settings:** the settings on an app or platform that control who can contact you, see your profile and posts, tag you etc



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| <p>Topic introductions and starters</p> | <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 &amp; words from the glossary</li> </ul> <p><b>After the video:</b></p> <ul style="list-style-type: none"> <li>• Check new understanding of the key vocabulary &amp; correct any misconceptions – note any other non-technical words that might need clarification and make a class glossary</li> <li>• Rewatch the video and note down the main points raised using a note taking grid with the headings from the article</li> </ul> |
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| Discussion Points                         | <ul style="list-style-type: none"> <li>• <b>Does horrible stuff sometimes get more likes online?</b><br/>To get attention...to get likes...to make them look cool...</li> <li>• <b>Is it better to post positive things that are fun and make people look good?</b><br/>But horrible stuff gets more likes...</li> <li>• <b>Have you ever heard of anything actually happening to someone as a result of not doing an online challenge?</b><br/>Don't believe rumours...people only say this kind of thing to get attention... you can check to see if it is a hoax online...</li> <li>• <b>Should you feel bad about blocking someone?</b><br/>Blocking them takes away their control and gives it back to you...</li> <li>• <b>Why is it a good idea to speak to a trusted adult when you're upset by something online?</b><br/>It's better to ask for adult help before things get out of hand...try explaining that you didn't look for this stuff on purpose...</li> </ul> <p><b>Roleplay</b></p> <ul style="list-style-type: none"> <li>• In pairs or small groups try giving advice to a friend who has seen something upsetting. Use the article heading cards as prompts for the conversation</li> </ul> |
| Fillers and fast finisher activities      | <ul style="list-style-type: none"> <li>• Create illustrations for the 7 heading cards used in the article – use pencil and paper or digital media tools</li> <li>• Use the glossary words and other relevant vocabulary to make a wordsearch using a blank wordsearch template</li> <li>• Write a version of the article for younger children and/or for parents/older family members, changing the tone, vocabulary and image style to suit the different the different audiences</li> </ul>   |
| Signposting potential homework activities | <ul style="list-style-type: none"> <li>• Share the video with friends &amp; family &amp; discuss any experiences they have had with the issues raised.</li> <li>• Create a crossword using the glossary words and any others to share with classmates back in school</li> <li>• Write a song or poem using the heading titles as the first line of each verse</li> </ul>  |

**Test your knowledge with an Own It Quiz**

<https://www.bbc.com/ownit/dont-panic/seen-something-upsetting-online-quiz>

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

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