

3. Ask pupils where we get information and ideas from, and take some responses (e.g. school, books, websites, etc.). Organise pupils into groups. Ask them to think about all the different places they get information from and to write each source on a separate post-it or piece of paper. They should aim to get 8-10 different sources.

Once the activity is complete, ask the following question: *Which of these sources is the most reliable?* (i.e. which source gives the most accurate information?) Ask pupils to sort their sources on an imaginary continuum from most accurate and reliable to least. Discuss the accuracy and reliability of different information sources.

Explain to pupils that although the internet can be a wonderful resource, the amount of information being shared means that there will be things that are not true and things that are exaggerated or altered to make something look better than it is. Use as an example the brushing of photos, whether that be of people or things. Reinforce that what we see is not an accurate picture, it has been enhanced.

Explain that many things on the internet are based on one person's view rather than facts (e.g. vlogs on YouTube are often edited to cut out any mistakes). Influencers will only show the best bits of their lives that they choose to show, which may give the impression that they have amazing lives all of the time as they don't show the full day-to-day reality.

Show slide 9 which signposts sources of support if someone needs more information or is being affected by information they see or read.

Extension activity

Ask pupils to create a 'top tips' list for protecting mental wellbeing when using the internet. Once complete, share some examples.

Plenary

Return to the activity about the positives and negatives of the internet. Is there anything pupils can add to their initial brainstorm?

Ask: *What is your top tip for staying safe online?*

Assessment

Pupils' responses to the scenarios can be used to assess their understanding of how social media can impact on wellbeing and their understanding of the help that is available. The information continuum activity can be used to assess pupils' understanding and perceptions of the accuracy of different sources of information.