

Young People Safe Online – Year 9 lesson Plan

Safety online

ICT Framework Objectives

COMMUNICATING

- Apply knowledge of the technical issues involved to communicate information efficiently.
- Understand the advantages, dangers and moral issues in using ICT to manipulate and present information to large unknown audiences.

Where this lesson fits with the KS3 National Strategy for ICT

The National Strategy Sample Teaching Units and Case Studies give limited coverage of the Communicating strand of the ICT Framework Objectives. However, this aspect of ICT has moved on considerably since the ICT Framework was published three years ago. Many schools and parents are concerned about safety on the Internet, and a growing minority of pupils have direct personal experience of the issues involved.

This lesson is the final one from a suite of three lessons, one for each year group in Key Stage 3, designed to introduce and consolidate understanding of Internet safety and security. The three lessons share certain resources, especially the **Rome Group interactivity**, so this lesson may need to be adapted if pupils have met the materials earlier in the Key Stage.

The three lessons in this suite cover the following:

- Year 7 – the Internet as a public space.
- Year 8 – downloading and copyright.
- **Year 9** – the identity of remote partners.

This lesson is designed to be taught alongside **Case Study 9.2a** or **9.2b**. The Case Studies, where used, should be adapted to the particular circumstances of each school, but each gives pupils the opportunity to collect data electronically from a remote partner or class. Since this partnership will have been set up by the schools concerned, there should be no dangers in such a relationship. Nevertheless, this would be an appropriate context in which to introduce this lesson. The relevant points at which to use the materials, in the Case Studies as given, would be:

- **Case Study 9.2a** after lesson 3.
- **Case Study 9.2b** after lesson 5.

Key Vocabulary

From Year 8: hacking, misrepresentation, misuse, personal information, virus.

Other: chat/chatroom, contact, discussion forum/group, identity, instant messaging (IM), nickname.

Preparation and Planning

- Ensure that you are familiar with how the KIA Presentation works. (You need the government advertisement video. To access this, run the presentation and place your mouse near the top left of the screen. An “Explore” bar appears. Click this and scroll down through the slides until you get to the video – this slide, with an orange background, shows a picture of a ceiling light that looks rather like a Halloween pumpkin. Click this slide and use the controls to play the video. Pressing <ESC> takes you out of full screen mode so that you can minimise the video.)
- Download the teacher and pupil resources shown below.
- Add any additional contact information, such as a named adult in your school, to the final slide of *Teacher Resource 1 ppt*.
- Ensure that the *Teacher Resource 1 ppt* is available in an appropriate folder for your use in the lesson.
- Make copies of *Pupil resource 1 doc*, one per pupil. Alternatively, place the file in the shared area of the network so that pupils can access it.
- Make copies of *Pupil Resource 2 doc* for the homework task for this lesson, one per pupil.
- Add any new words to the display of key vocabulary.
- Prepare a wall display to show the learning objectives for the lesson, phrased so that all pupils will understand them (or use slide 1 of *Teacher resource 1 ppt*).
- Make sure that Internet access is available. Have ready any help sheets that pupils might need to support their use of the Internet browser.
- Review all the websites you intend to use in this lesson. Shortly before the lesson, check that they are still available. Make sure that those that you intend to show to the whole class can be viewed on the large display.
- Ensure that sound is enabled on the computer used for playback of the video (to be used during the Starter section of the lesson).

Resources

- Computer with speakers and large display.
- Whiteboard and flipchart.
- Access to the Internet and an Internet browser, both for you and for pupils.
- Presentation software for your use.
- Teacher resource that should be downloaded from the YPSO website (www.youngpeoplesafeonline.com)
 - *Year 9 Teacher resource 1 ppt for YPSO Objectives and URLs for Y9 lesson*
- Teacher resource that should be downloaded from the KIA website
 - GtKIA Presentation (www.childnet-int.org/kia/downloads/gtkia.zip)
- Pupil resources that should be downloaded from the YPSO website
 - *Year 9 Pupil resource 1 doc for YPSO Pick-a-personality activity*
 - *Year 9 Pupil resource 2 doc for YPSO Create a scene homework*

- Pupil resources that will be used online during the lesson
 - *YPSO Rome Group Interactivity* (from www.youngpeoplesafeonline.com)
 - *YPSO Quiz (for over 10s)* (from www.youngpeoplesafeonline.com)
 - *KIA Friend or Foe Interactivity* (from www.childnet-int.org/kia/friendorfoe.aspx)

Lesson Outline

60 minutes

1	Starter: People online may not be who they seem	Demonstration and whole-class discussion	5 minutes
2	Raising awareness of issues when using the Internet	Individual or paired activity	25 minutes
3	Who is who when you Chat?	Group activity Individual or paired activity	25 minutes
4	Plenary: Key issues when online	Whole-class discussion	5 minutes
Homework: Create a new scenario		Individual work	

Activities

5 Minutes

1 Starter: People online may not be who they seem

Before the start of the lesson, load **Teacher resource 1** and show Slide 1 (the objectives) on the large display. The “Government Advertisement” should also be loaded from the **GtKIA presentation**, ready to play but minimised.

Slide 1

Safety online

Today you will:

- Understand more about keeping safe online;
- Learn why you need to think carefully about who you talk to online.

As soon as pupils are settled, maximise the **GtKIA Presentation** and play the “Government Advertisement” video.

Ask pupils for their reactions:

- What did they expect when they first heard the voice?
- What did they feel when they saw the child’s voice coming from the man’s face?
- What is the point the video is making?

Close the video and explain the objectives for this lesson, as shown on the PowerPoint slide.

2 Raising awareness of issues when using the Internet

Ask pupils:

- How do you use the Internet?

Remind pupils of the positive nature of the Internet and its potential uses, but point out that there are dangers for “life online”. Explain that pupils will first consider a range of these dangers.

Display the URL for **Rome Group Interactivity**. (See Teacher Resource 1, slide 2.) Tell pupils to log on, open the resource and work through it.

While pupils work, walk around the classroom to check that they have found the correct resource and to check their understanding as they use it. Find out how many of them are regularly use or are familiar with IM/chat. Ensure that pupils don't skip through the “quiz” sections.

Pupils who finish quickly can be asked to write down a list of the dangers raised in the exercise. They may find it easier to do this in pairs if they have been working individually. Alternatively, they can be given the URL for **YPSO Quiz** (see Teacher Resource 1, slide 3) and complete the questions online.

After 20 minutes, ask pupils:

- What dangers are there when we use the Internet?

Take responses from pupils who have not created a list or completed the additional quiz first. Write down a simple list of responses on the flipchart or whiteboard.

3 Who is who when you Chat?

Activity 1 (10 minutes)

Divide the class into mixed groups of 5 or 6 pupils. Distribute copies of **Pick-a-personality** (Pupil resource 1).

Write the name of your personality here

Pupil resource 1

Pick-a-Personality

1. Without anyone else seeing, **pick the name** of a famous personality or character.
2. **Write the name** in the corner above.
3. **Fold** the corner of this sheet under so that others in your group cannot see the name you have written.
4. **Wait** until everyone in your group has done this.
5. Now **try to guess** the personality of all the other people in your group. **Take turns** at asking questions. When a personality has been guessed, that person should unfold the top the worksheet to show the name written down.

Use Yes / No questions like:

- Does your personality play a sport?
- Is your personality a cartoon character?

Pupil's name:

Pupil's name:

Tell pupils to think of a well-known personality – possibly from a TV show, a sports star or a cartoon character. The name can be real or fictional, but must be one that others in their group are likely to know. Tell them to write this name down in the corner of the worksheet.

When they have completed this, tell them you have thought of a name and get them to ask you *Yes / No* questions. (Pick a simple personality and reveal it to them as soon as they seem clear about the type of question allowed.)

Tell them they have just over 5 minutes to try and guess as many personalities in their group as they can. They should take turns at asking questions and work on their guesses as a group.

(See Additional Information and Resources for alternatives to this activity.)

Activity 2 (15 minutes)

Ask the class:

- How does that last activity relate to use of IM/Chat?
(IM = Instant Messaging)

If they are not sure, ask:

- What does the system tell you about the person you are talking to?

The key point is that these systems use nicknames for the people online that tell the pupil nothing about who he or she is talking to.

Display the URL for the **Friend or Foe Interactivity**. (See Teacher Resource 1, slide 4.) Tell pupils to open the resource and to work through it.

Pupils who finish quickly can try the online Back Chat activity at:

<http://hosting.profero.com/backchat/initial.html>

5 Minutes

4 Plenary: Key issues when online

Discuss the issues raised by these activities. Draw out the recommendations around the three “Top Tips”. These are (see Teacher Resource 1, slide 5):

- Stay in charge
 - Keep personal information private
 - Learn how to save a conversation
 - Learn how to block someone who makes you feel uncomfortable
- Remember the risks
 - Images and photos can be misused
 - Take and adult and meet in public, if you must meet someone new
- There are people who can help
 - Childline (0800 1111)
 - Virtual Global Taskforce www.virtualglobaltaskforce.com
 - Look out for your friends too!

Note:

Some pupils in the group may have had direct experience of chatting with a person who turned out to be other than they had been led to expect. Other

pupils will know someone who has been affected in this way. However, try to avoid discussing particularly personal experiences in public. If there are pupils in the class who may need help, show slide 6 from Teacher Resource 1. (You may wish to add the name of a teacher or other appropriate adult in school to this slide.)

Homework: Create a new scenario

Hand out copies of **Create a Scene** (Pupil Resource 2).

Briefly describe the task. Tell them that it is not the amount they write or the excellence of their artwork that matters; but that they show they understand the particular issue they have chosen. Pupils making slower progress may need a suggestion as to which issue to choose.

Additional information and resources

Alternatives to Pick-a-personality

Schools with a secure virtual learning environment (VLE), or similar, could adapt the “Pick-a-personality” activity to run as a class discussion forum or chat. Alternatively, the Who am I PowerPoint resource could be used from the Year 7 lesson in this series.

Sites related to the content of this lesson:

- *BBC Chat Guide* www.bbc.co.uk/chatguide – information, activities and advice for young people, teachers and parents. See the “Teens” section in particular.
- *ChatDanger* www.chatdanger.com – true stories, information and advice for young people. From Childnet International.
- *NetSmartz* www.netsmartz.org – listen to “Amy’s Choice” in the Teens section.
- *Web Safe Crackerz* www.websafecrackerz.com – activities for teenagers to help them understand the issues of safety and security online. See the “BBB cyber-world”.

Sites linked to this project:

- *Get Safe Online* www.getsafeonline.org – information and resources relating to security and protection online.
- *Virtual Global Taskforce* www.virtualglobaltaskforce.com – for advice and reporting facilities relating to online abuse. Note the *Kids Page* link.

Resources linked to this project:

- *Know it All*, Childnet International 2005. A CD-Rom about Internet and mobile safety for secondary schools from Childnet International. For more information or to order a copy see www.childnet-int.org/kia.

Pupil safety:

- *Childnet International* www.childnet-int.org – provides information, advice and resources for all aspects of Internet use with young people. Partners other organisations to develop specific resources. The Links section is particularly useful.
- *ChildLine* www.childline.org.uk – UK charity that provides a helpline service for children. Some online advice and resources. Telephone: 0800 1111.

Internet safety in Schools:

- *Superhighway Safety* www.becta.org.uk/schools/esafety – the official Government site relating to safety online.
- *Signposts to Safety: Teaching internet safety at Key Stages 3 and 4*, Becta 2004. Available as paper or PDF publication through the Becta website (www.becta.org.uk).

Whole school Internet policy:

- *E-Safety: Developing whole-school policies to support effective practice*, Becta 2005. Available as paper or PDF publication through the Becta website (www.becta.org.uk).
- *Schools Internet Policy* www.kented.org.uk/ngfl/policy.html – advice and templates from Kent LEA.
- *ICT Advice* www.ictadvice.org.uk – look under Admin and Policies, then click Planning and Policies in the menu left-hand menu. The Internet Safety section contains a range of relevant advice.