

# Young People Safe Online – Year 7 lesson Plan

## *The Internet as a public space*

### ICT Framework Objectives

#### USING DATA AND INFORMATION SOURCES

- Understand how someone using an information source could be misled by missing or inaccurate information.

#### COMMUNICATING

- Know how to protect personal details and why this is important.

### 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 first 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*, which will need to be borne in mind if revisiting these materials later 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 **Sample Teaching Unit 7.2**. The Sample Teaching Units, where used, should be adapted to the particular circumstances of each school. As given, STU 7.2 asks pupils to analyse the information requirements for a task, to judge relevance of information and to consider the reliability of information that has been found. The final lesson concentrates on this issue of reliability, vital to other aspects of life online, which arises from the nature of the Internet as an unmoderated public space. This **Year 7 Young People Safe Online** lesson plan considers the dangers inherent in the Internet as a public space, as well as more general issues of Internet safety, so the most appropriate time to use it would be immediately **after Lesson 3** from the Sample Teaching Unit, as an extension to the ideas introduced there.

These materials could also be used immediately before **Lesson 1** of **STU 8.3** in Year 8.

### Key Vocabulary

**From Year 6:** download, e-mail, edit, image, Internet, photograph, website.

**From Year 7:** information source, origin/originator, reliable/unreliable.

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

**Other:** contact, identity, instant messaging (IM), nickname, publish, unauthorised.

## Preparation and Planning

- Create a presentation for the Mona Lisa Variations activity. To do this:
  - Search the Internet for images/pictures using the phrase “Mona Lisa”. Select five images where the creator has edited the original to add other items.
  - Create a presentation of 5 slides with one image per slide.
  - Save this presentation to an appropriate folder for your use during the lesson.

**Note:** Some images may be distasteful, so this should not be done by pupils.

- 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 *Teacher Resource 1 ppt* and *Teacher Resource 2 ppt* are available in an appropriate folder for your use in the lesson.
- Make copies of *Pupil Resource 1 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.

## Resources

- Computer 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 resources that should be downloaded from the YPSO website ([www.youngpeoplesafeonline.com](http://www.youngpeoplesafeonline.com))
  - *Year 7 Teacher resource 1 ppt* for YPSO Objectives and URLs for Y7 lesson
  - *Year 7 Teacher resource 2 ppt* for YPSO Who am I?
- Further teacher resource that must be created before the lesson
  - *Mona Lisa variations.ppt* (simple presentation, created by the teacher)
- Pupil resources that should be downloaded from the YPSO website
  - *Year 7 Pupil resource 1 doc* for YPSO Online bullying poster homework
- Pupil resources that will be used online during the lesson
  - *YPSO Rome Group Interactivity* (from [www.youngpeoplesafeonline.com](http://www.youngpeoplesafeonline.com))
  - *YPSO Quiz (for over 10s)* (from [www.youngpeoplesafeonline.com](http://www.youngpeoplesafeonline.com))
  - *Who's ya IM buddy, buddy?* (from [www.websafecrackerz.com/bbb.aspx](http://www.websafecrackerz.com/bbb.aspx))
  - *KIA Prank or Pain* (from [www.childnet-int.org/kia/prankorpain.aspx](http://www.childnet-int.org/kia/prankorpain.aspx))

## Lesson Outline

60 minutes

|                                  |  |   |            |
|----------------------------------|--|---|------------|
| 1                                | <b>Starter: Who am I</b>                                   | Presentation and whole-class discussion     | 10 minutes |
| 2                                | <b>Raising awareness of issues when using the Internet</b> | Individual or paired activity               | 25 minutes |
| 3                                | <b>The Internet as a public space</b>                      | Paired activities<br>Whole-class discussion | 20 minutes |
| 4                                | <b>Plenary: Key issues when online</b>                     | Whole-class discussion                      | 5 minutes  |
| <b>Homework: Create a poster</b> |  | Individual work                             |            |

## Activities

Before the start of the lesson, load *Year 7 Teacher Resource 1 ppt for YPSO* and *Year 7 Teacher Resource 2 ppt for YPSO* ready to show on the large display.

10 Minutes

### 1 Starter: Who am I?

Start the **Who am I?** presentation (Teacher resource 2) as pupils enter the room. See how many of the personalities pupils recognise from the clues given.

Show slide 1 of **Teacher resource 1** on the large display.

#### Slide 1

### The Internet as a Public Space

#### Today you will:

- Understand more about keeping safe online;
- Consider some of the issues relating to the Internet as a 'public space'.

Briefly explain the objectives for this lesson, as shown on the PowerPoint slide.

Ask pupils about the "Who am I?" presentation:

- How easy was it to guess who was who?
- How does the presentation relate to Internet safety?
- When someone tells you about himself or herself online, how do you know they are telling the truth?

Through questioning, ensure pupils are aware that people online may not be who they seem to be. We can easily check facts about famous people, but it is much more difficult to be sure about people online who we have never met.

## 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 are about to 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 quiz first. Write down a simple list of responses on the flipchart or whiteboard.

## 3 The Internet as a public space

### Activity 1 (5 minutes)

Display the URL for **Who's ya IM buddy, buddy?** (See Teacher Resource 1, slide 4.)

Ensure that pupils understand that IM is the abbreviation for Instant Messaging. Ask for examples. (eg. MSN Messenger or Yahoo! Messenger.)

Explain, as necessary, that your “Contact list” is a list of people you already know about and talk with regularly. Contacts can see personal information in your “profile”, including your email address.

Tell pupils to log on in pairs, open the resource and work through it.

### Activity 2 (10 minutes)

Display the URL for **Prank or Pain?** (See Teacher Resource 1, slide 5.)

Tell pupils (still in pairs) to open the resource and work through it.

**Note:** if you click other areas on the “meter” on the final screen you will get the commentary that applies for a higher or lower “pain factor”.

Ask the class:

- How many thought the story in this activity was a prank? How many a pain?
- How would you feel if this had happened to you?
- What should we call this if the intention was not just a joke? (Bullying.)
- What could be the consequences of this kind of activity?

### Activity 3 (5 minutes)

Display the **Mona Lisa variations** presentation that you created.

Ask the class:

- How are the pictures similar? (All based on Leonardo da Vinci's famous painting.) How were they different?
- How did these pictures get on the Internet?
- How easy is it to do this kind of picture editing? Have any of you done it?
- What has this got to do with Internet safety?

Ensure pupils understand that any picture published on the Internet, or sent to a friend using IM or email, could be edited in this way. Once you have sent a digital picture, it is no longer in your control – someone else may alter it and you may not like the results!

5 Minutes

### 4 Plenary: Key issues when online

Create a list or "mind map" of the issues raised in today's lesson. Relate these to the objectives from slide 1 of Teacher Resource 1.

### Homework: Create a poster

Hand out copies of **Online bullying poster** (Pupil Resource 1).  
Briefly describe the task.

## Additional information and resources

### Sites related to the content of this lesson:

- *ChatDanger* [www.chatdanger.com](http://www.chatdanger.com) – true stories, information and advice for young people. From Childnet International.
- *Kidscape* [www.kidscape.org.uk](http://www.kidscape.org.uk) – information and resources relating to bullying.
- *Think-U-Know* [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) – an interactive site on the issues around using chat and IM, more appropriate for pupils making slower progress..
- *Web Safe Crackerz* [www.websafecrackerz.com](http://www.websafecrackerz.com) – activities for teenagers to help them understand the issues of safety and security online. See "ih8u".

### Sites linked to this project:

- *Get Safe Online* [www.getsafeonline.org](http://www.getsafeonline.org) – information and resources relating to security and protection online.
- *Virtual Global Taskforce* [www.virtualglobaltaskforce.com](http://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](http://www.childnet-int.org/kia).

**Pupil safety:**

- *Childnet International* [www.childnet-int.org](http://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](http://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](http://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](http://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](http://www.becta.org.uk)).
- *Schools Internet Policy* [www.kented.org.uk/ngfl/policy.html](http://www.kented.org.uk/ngfl/policy.html) – advice and templates from Kent LEA.
- *ICT Advice* [www.ictadvice.org.uk](http://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.