

Young People Safe Online – Year 8 lesson Plan

Downloads, ownership and copyright

ICT Framework Objectives

REFINING AND PRESENTING INFORMATION

- Use a range of ICT tools efficiently to combine, refine and present information by:
 - extracting, combining and modifying relevant information for specific purposes.

COMMUNICATING

- Understand some of the technical issues involved in efficient electronic communications.
- Use ICT effectively to adapt material for publication to wider or remote 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 middle 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 **Sample Teaching Unit 8.3**. The Sample Teaching Units, where used, should be adapted to the particular circumstances of each school. As given, STU 8.3 concentrates on finding appropriate information, judging its reliability and using it in a report. The final lesson asks pupils to find information relevant to a history report, acknowledging the sources used and extracting specific points. This **Year 8 Young People Safe Online** lesson plan addresses issues of copyright and downloading material, as well as more general issues of Internet safety, so the most relevant time to use it would be immediately **before Lesson 4** from the Sample Teaching Unit.

Key Vocabulary

From Year 6: download, file, transfer.

From Year 7: copyright, opinion/opinion poll, reliable/unreliable, viewpoint.

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

Other: antivirus software, attachment, dialler, firewall, instant messaging (IM), legal, personal use, privacy policy, publish, trojan, worm, update, unauthorised.

Preparation and Planning

- 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* is available in an appropriate folder for your use in the lesson.
- Print a single copy of *Teacher Resource 2 doc* for your reference.
- Make copies of *Pupil resource 1 doc* and *Pupil resource 2 doc*, one per pair of pupils. Alternatively, place the file in the shared area of the network so that pupils can access it.
- Make copies of *Pupil Resource 3 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 and word processing software for your use.
- Teacher resources that should be downloaded from the YPSO website (www.youngpeoplesafeonline.com)
 - *Year 8 Teacher resource 1 ppt* for YPSO Objectives and URLs for Y8 lesson
 - *Year 8 Teacher resource 2 doc* for YPSO Answers to Who owns it? worksheet
- Pupil resources that should be downloaded from the YPSO website
 - *Year 8 Pupil resource 1 doc* for YPSO Coursework cheats article
 - *Year 8 Pupil resource 2 doc* for YPSO Who owns it? worksheet
 - *Year 8 Pupil resource 3 doc* for YPSO Facts, opinions, conclusions 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)
 - *YPSO Nick-Star download* (from www.websafecrackerz.com/nickstar.aspx)

Lesson Outline

60 minutes

1	Starter: Coursework cheats	Whole-class discussion	5 minutes
2	Raising awareness of issues when using the Internet	Individual or paired activity	30 minutes
3	What was that download?	Individual activity and whole-class discussion	5 minutes
4	Ownership and copyright	Individual activity and whole-class discussion	15 minutes
5	Plenary: Whose work is that?	Whole-class discussion	5 minutes
	Homework: Facts, opinions, conclusions	Individual work	

Activities

10 Minutes

1 Starter: Coursework cheats

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

Slide 1

Downloads, ownership and copyright

Today you will:

- Understand more about keeping safe online;
- Consider who owns material on the Internet.

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

Hand out copies of the **Coursework cheats** article (Pupil resource 1) and show it on the large screen display. Ask pupils to find phrases that are:

- Facts
- Opinions
- Conclusions

If possible, highlight these in the article using three colours. (Some word processors have a “highlighter pen” tool.)

Ask the class how this activity could help them when they copy information from the Internet for homework or coursework. (This enables pupils to identify and use the key information without just copying it all.)

30 Minutes

2 Raising awareness of issues when using the Internet

Activity 1 (20 minutes)

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 the **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.

Activity 2 (10 minutes)

Display the URL for the **YPSO Quiz**. (See Teacher Resource 1, slide 3.) Tell pupils to log on, open the resource and work through it.

After 7 or 8 minutes, ask pupils:

- What dangers are there when we use the Internet?

Take responses from pupils and write down a simple list on the flipchart or whiteboard.

5 Minutes

3 What was that download

Display the URL for the **Nick-Star download**. (See Teacher Resource 1, slide 4.) Tell pupils to open the resource and work through it.

After they have run it, discuss what happened and make a quick list of the dangers of downloading files on the whiteboard or flipchart. These include:

- Viruses and worms
- Trojans – which may steal confidential information
- Diallers (connecting to premium rate phone services)
- Disguised/illegal content (including pornography)

15 Minutes

4 Ownership and copyright

Activity 1 (15 minutes)

Distribute copies of the **Who owns it?** worksheet (Pupil Resource 2) and tell pupils to complete the questions given

After about 10 minutes, stop the class and go through the possible answers. (See **Teacher Resource 2**, Answers to Who owns it?)

The main point is that every published item has at least one owner or organisation with rights to the object or content. Mostly, ordinary pupils will have either no rights or extremely limited rights. This applies to the Internet and other digital media as much as to traditional publishing.

5 Minutes

5 Plenary: Whose work is that?

Outline and discuss the following situation:

A pupil hands in some homework or coursework, saying that is his/her own work. The teacher realises it is not. How did the teacher know?

Possible answers:

- The teacher has seen another pupil's work that is almost exactly the same.
- The teacher knows the website or book the work was copied from.
- The language used is nothing like the style the pupil normally uses.
- The pupil, when questioned, really knows nothing about the work.
- Someone else has told the teacher!

Ask the pupils what would happen if this were work for an exam. (The pupil may lose all marks for that subject and, possibly, all results from that exam session.) Link this discussion back to the **Coursework cheats** article analysed at the start of the lesson.

Homework: Create a poster

Hand out copies of **Facts, opinions, conclusions** (Pupil resource 3).

Briefly describe the task.

Additional information and resources

Sites related to the content of this lesson:

- *Intellectual Property Rights* www.intellectual-property.gov.uk – official Government site on all aspects of copyright and intellectual property.
- *Stay Safe Online* www.staysafeonline.org/basics/quiz.html – “How safe are you?” quiz, for a self-check on the security of your own computer setup.
- *Teachernet A to Z of Management* www.teachernet.gov.uk/management/atoz/c/copyright – pages relating to aspects of copyright and intellectual property on the official Government website for schools.
- *Web Safe Crackerz* www.websafecrackerz.com – activities for teenagers to help them understand the issues of safety and security online. See “Nick-star”.

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.