Online Safety

Aims of Activity
1. That students understand the importance of protecting their identity and personal details online
2. To understand that details/photographs/opinions posted on line are there forever and no longer in the individuals control

Learning outcomes
- Students will have had the opportunity to consider their own digital footprint and compare it to their peers.
- Students will understand that personal details need to be protected when communicating on the internet
- Students will have the opportunity to embed their knowledge of online safety through practical computer and web-based projects.

Activities
Resources Teacher will need from the resources folder:
Videos:
(It is recommended that all videos be previewed for their suitability for the cohort of students.)

    Consequences
    Choices
   Think Before You Post

PowerPoint: 'Jason's Rules'
'My digital footprint' recording sheet
Highlighter pens – red, blue and green. (Coloured pencils could be used instead to underline instead of highlighting.)

Activity 1

- Give each student a digital footprint recording sheet.

- Briefly explain that they will be recording where they have posted personal information or images online and what the information was. You may need to explain the term digital footprint, but at this point do not discuss good or bad practice.
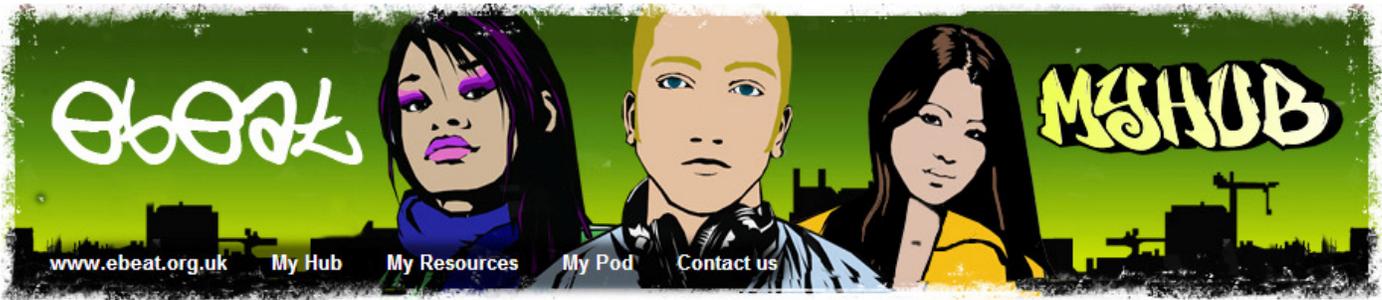
- Now view the video Consequences. Click on link below:
Link to Consequences video

- Ask the students to get into pairs. They will now highlight the incidences of online information/images they recorded using the code:
Red = dangerous,
Blue = safe on certain sites
Green = always safe.
Encourage the students to discuss the coding and share opinions
(This can be done individually in confidence depending upon the student cohort.)

- Now conduct a whole class discussion on the subject of personal details on the Internet. Ask each pair in turn to give an example for discussion.

- The teacher may now make use of the PowerPoint 'Jason's rules', which states the main points for students to remember. The rules are in large print with extracts from the voice over in speech bubbles.
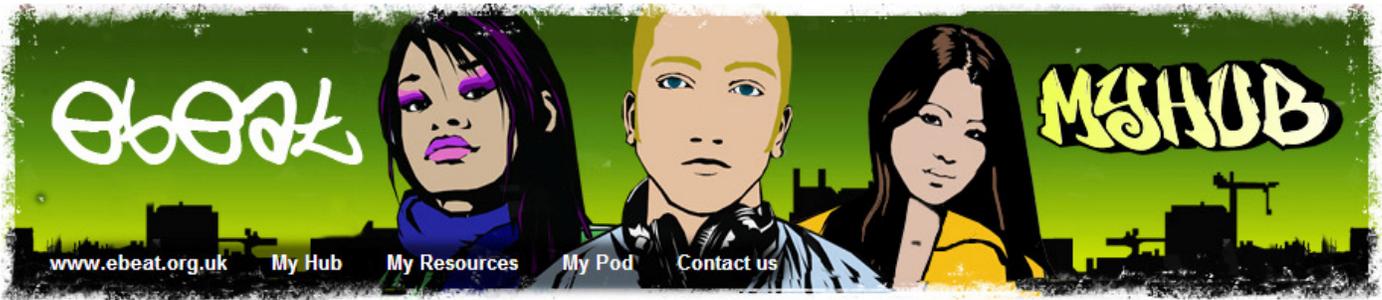
Activity 2

This activity highlights the same aspect of keeping personal details private, but this time it is a parent who is inadvertently causing a problem.
View the video Choices:

This video was produced by the students of Darlington schools and colleges in response to the death of a teenager in their area. She had gone to meet someone who befriended her on line.
You will need to access this video from the resources section.

- Now ask the students to produce their own piece of communication to reinforce the message of staying safe online. The results can be circulated /displayed/played to their peers in the school.

    Possible communications could be:
    - a poster with the important messages they have just explored
    - a podcast that reinforces the points, recorded on an MP3 recorder
    - an A3 comic page to illustrate the problem
    - an online safety leaflet
    - a 30 second video using simple Flip video cameras

All of the above could be integrated into the Students ICT curriculum using available software and web 2 tools.
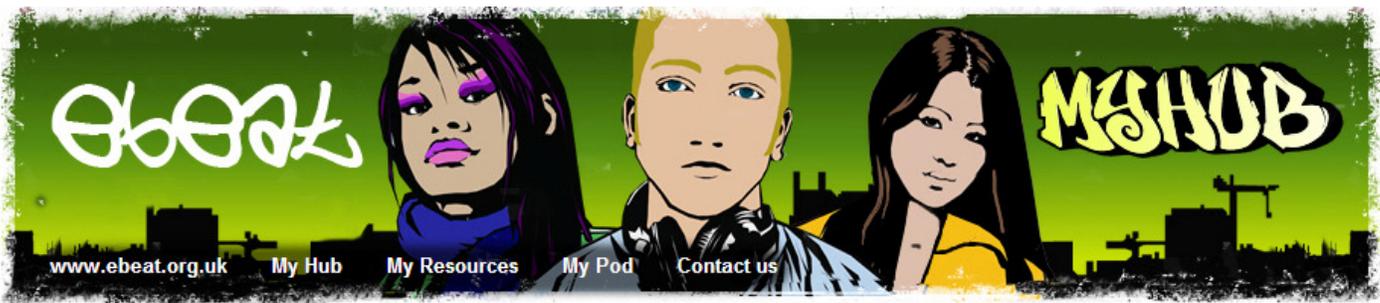
Plenary
Use the video 'Think before you post' to reinforce the message that information and images posted on line to public areas can be seen by everyone.

You will need to access this video from the resources section.

Curriculum Links
PSHE (non statutory) National Curriculum
1. Key concepts
1.3 Risk
    a. understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations
    b. appreciating that pressure can be used positively or negatively to influence others in situations involving risk

2. Key processes
2.2 Decision making and managing risk
Pupils should be able to:
    a. use knowledge and understanding to make informed choices about safety, health and wellbeing
    c. assess and manage the element of risk in personal choices and situations
    d. use strategies for resisting unhelpful peer influence and pressure
    e. know when and how to get help
    f. identify how managing feelings and emotions effectively supports decision-making and risk management

ICT National Curriculum
1. Key concepts
1.4 Impact of technology
    a. Exploring how ICT changes the way we live our lives and has significant social, ethical and cultural implications.
    b. Recognising issues of risk, safety and responsibility surrounding the use of ICT.
1.5 Critical evaluation
    a. Recognising that information must not be taken at face value, but must be analysed and evaluated to take account of its purpose, author, currency and context.
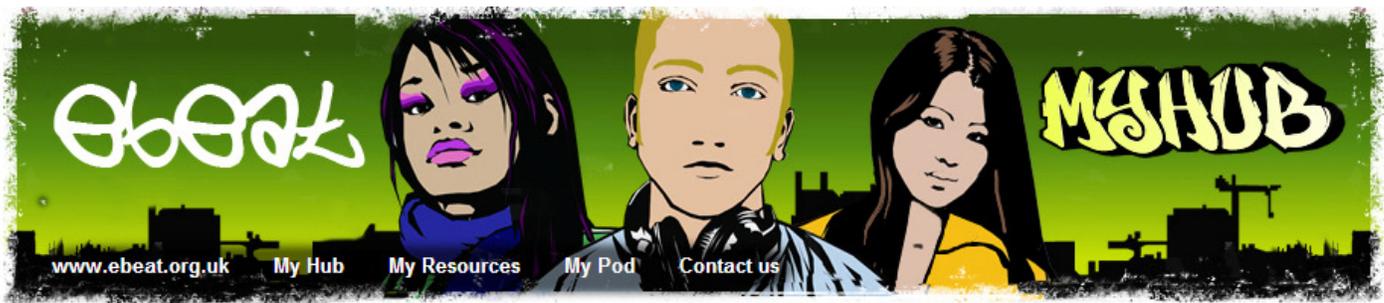
2. Key processes

2.3 Communicating information

    a. Use a range of ICT tools to present information in forms that are fit for purpose, meet audience needs and suit the content

    b. Communicate and share information (including digital communication) effectively and responsibly