



LESSON PLAN 5 RESPONSIBLE USE OF THE INTERNET

Target audience:

Children aged 8-11 years old

Useful for:

Whole class teaching
Small groups/pairs

Duration:

60 minutes (approx) longer if pupils would benefit from investigating the Cybercafé.

LESSON AIMS

During the lesson pupils will be able to find information on the internet, be aware that some of it is biased, and has to be verified, be able to evaluate and think critically about web sites. They should know that anyone can publish on the web and what to do if they come across anything that makes them feel uncomfortable on the Internet. Pupils should also know that companies can and do advertise on some web pages.

PROGRAMME OF STUDY REFERENCE**CITIZENSHIP AND PSHE FOR CHILDREN AGED 8-11 YEARS OLD****Preparing to play an active role as citizens**

1. Pupils should be taught:

- to research, discuss and debate topical issues, problems and events
- to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
- to recognise the role of voluntary, community and pressure groups
- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- to explore how media present information

Developing a healthy, safer lifestyle

2. Pupils should be taught:

- to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.

Developing good relationships and respecting the differences between people

3. Pupils should be taught:

- to think about the lives of people living in other places and times, and people with different values and customs
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

LEARNING OBJECTIVES

Pupils will practice the following skills:

- taking responsibility for the needs of others
- making real choices and decisions
- considering social and moral dilemmas
- finding information and advice

DESIRABLE LEARNING OUTCOMES:

- Pupils will become aware of the safety issues of giving away personal information online and how it is possible to get into difficulty.
- Pupils will know how to handle messages appropriately and safely.
- Pupils will be able to explain that there could be risks with using e-mail but there are actions they can take to keep themselves and their computers safe, such as making sure computers have virus protection on their computer and not opening e-mails from anyone they do not know.

PROGRAMME OF STUDY REFERENCE (CONTINUED)

4. During the academic year, pupils should be taught the knowledge, skills and understanding through opportunities to:

- meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations);
- people who work in the school and the neighbourhood, such as religious leaders and community police officers)
- develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly)
- communication with children in other countries by satellite, email or letters)
- consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment)
- find information and advice (for example, through helplines; by understanding about welfare systems in society)

RESOURCES AVAILABLE

Thinkuknow's Cybercafé (www.thinkuknow.co.uk/Cybercafé)

Activity 2: **Evaluating Websites**—a teacher presentation (download from www.thinkuknow.co.uk/teacher); Websites—a prompt sheet or visual aid for pupils in Group A; **Credibility Caterpillars**—a pupil activity sheet (Groups B and C); **A selection of bookmarked websites related** to current topic of work.

INTRODUCING THE ACTIVITY

As a whole class, discuss the different types of information that is published on the internet. Ask pupils how information on the internet is different from that in books, newspapers, magazines or television. Is it necessarily more accurate and up to date? Why do we use it? What are the advantages?

Ask pupils if there are any disadvantages or risks associated with using the internet. Ask if any of them have had personal experiences. Encourage pupils to describe briefly what happened and how they felt. What did they do about it? Was there anything else they could have done? Make a note of any suggestions that they make, as these suggestions will be useful in the plenary session. Be aware that while this may throw up some issues, it is important that risks are balanced against benefits. (10 minutes)

ACTIVITY 1

Ask pupils to work in pairs and log on to Thinkuknow's Cybercafe web site (www.thinkuknow.co.uk/cybercafe) and locate the web browsing section. If necessary, remind pupils how to get to the site and explain that they will be helping the character Jason with his homework. They should make a note of anything that happens in the web site that might not be considered to be responsible behaviour. (10 minutes)

As a class, discuss the problems faced by Jason when he was trying to find the best site to help him with his homework. How difficult was it to choose the most appropriate site? Is it as easy as that in real life? What are the difficulties?

Ask pupils if they have used the internet to help them with their own homework. Encourage pupils to talk about what they wanted to achieve and how they did it. They might also talk about search engines they have used. There are several 'child friendly' search engines that have been set up to screen out inappropriate materials (some of these are listed in the internet section of this pack) There are also approaches that parents can adopt to protect pupils at home, for example, installing filtering software on machines and actively engaging with their child's internet use.

Demonstrate doing a search on a topic suggested by the pupils (or encourage pupils to carry it out). Look at how many 'hits' there were. Carry out one or two similar searches. Discuss the need to evaluate the web sites. If pupils are conducting the search, encourage them to use different search engines and compare the results. Make a simple record of the search engine, the number of hits and the time it took. Either outline possible effective search strategies or link them to another area of curriculum/ activity where they can do this e.g. putting— or + in search terms etc. (15 minutes)

ACTIVITY 2

Discuss with pupils what they think about when deciding whether a web site is useful or not. Use the presentation, evaluating web sites, to offer an alternative perspective or to provide a visual aide memoire that might prove useful, particularly for less confident users.

GROUP A

Ask pupils to evaluate one or two web sites from a selection that you have bookmarked perhaps using this approach as a starting point.

It asks pupils to consider:

- Is it attractive and user friendly?
- Does it contain anything that makes them feel uncomfortable?
- Do the headings look relevant for what they want to find out?
- Are the links useful?

- Does it have everything they need?
- Does it stand up to close scrutiny?

