



LESSON PLAN 9 SOCIAL NETWORKING – SAFE PROFILING

Target audience: Key Stage 2 Year Groups: 3-6	Duration: 65 Minutes (approx) longer if pupils would benefit from investigating the Cybercafé
Useful for: Whole class teaching Small groups/pairs	

LESSON AIMS

During this lesson pupils will consider how to create a safe online profile. They will consider the most appropriate actions to take in keeping themselves safe, and will begin to develop strategies to keep themselves safe. They will also be made aware of the possible consequences of not making the most appropriate choice.

PROGRAMME OF STUDY REFERENCE

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:
 - a. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
 - b. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future

Preparing to play an active role as citizens

2. Pupils should be taught:
 - a. to research, discuss and debate topical issues, problems and events
 - b. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
 - c. to explore how the media present information.

Breadth of opportunities

3. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:
 - a. take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school)
 - b. make real choices and decisions (for example, about issues affecting their health and well being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)

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 know what they need to consider when creating an online profile in order to stay safe.
- Pupils will learn about the level of personal information that is safe to give out and include in a profile.
- Pupils will be able to make comparisons between information they would be happy to give away in the offline world compared to the online world.
- Pupils will learn about the possible consequences of making the wrong choice when putting together an online profile.

RESOURCES AVAILABLE

Introducing the lesson—A whiteboard to list responses to the questions relating to Social Networking and how the pupils use them.

Activity 1: **Cybercafé**—Internet access will be required for use within the classroom to enable the Cybercafé resource to be used. Website is www.thinkuknow.co.uk/Cybercafé.

TECHNICAL VOCABULARY

social networking, online profile

PREPARATION

Ideally this lesson will take place in an ICT suite, or using a set of portable laptops, so that pupils can explore the Cybercafé. The website the pupils will need to access is www.thinkuknow.co.uk/Cybercafé.

INTRODUCING THE LESSON

The lesson should begin with a whole class discussion about how children are using the internet. Allow them to share their experiences—do they use social networking sites(SN sites)? Which ones? What is the best thing about them, what is the worst thing about them? What do they use them for? What are the advantages and disadvantages of communicating using SN sites? E.g. it is free if you have a broadband connection—many children talk about the appeal of it being cheaper than texting and using a mobile.

Explain and show a Social Networking site to the class so that any children who haven't come across them are able to understand the context in which the lesson is sitting.

What sort of issues do they need to consider when creating an online profile? Get the children to work in small groups to decide on a set of criteria they would tell others about in order to keep them safe ... what are the key features of a safe online profile? What do pupils think are the priorities?

Ask each group to feedback to the rest of the class with their most important safety message.

Reinforce the key message (whether it is raised by the children or not) that they can never be sure who it is that they are talking to online.

Have any of the pupils experienced any concerns or worries when using SN sites. If so, what did they do? Was it the best approach—how do they think they would respond now. Do they know how to report abuse to the service provider? (15 minutes)

ACTIVITY 1: CYBERCAFÉ

Pupils need to work in pairs to access the Cybercafé and then visit the Social Networking section which can be found near to the juke box at the right hand side of the screen.

They need to work through the different screens—Griff will help them and there is an audio file which makes the activity easy to access for those children who have difficulty in reading.

As the pupils build up the profile, stress to them that they need to take notice of the advice that comes up if they make an appropriate or an inappropriate choice. They then need to consider what the possible risks are—how real do the pupils think these could be? How do they relate to their own experiences?

Report Abuse—do pupils know what they can do if they come across something that makes them feel uncomfortable and equally content that they believe should be taken down. Talk through what children should do if they find themselves in a situation like this. Refer to teachers pack or thinkuknow website for information on report abuse function.

ADDITIONAL INFO

At this point present the children with 4 profiles and ask them to be “detectives” and try to find the inappropriate aspects of the profiles. These could be graded in terms of difficulty and could allow for differentiation between groups depending on relevant experience etc.

PLENARY

What have the pupils learnt? Is there anything that they could or would do differently now as a result of the lesson? Do they need to update their own profile now as a result?

REMEMBER—don't post something online that you wouldn't be happy with someone in the street seeing or knowing about you.

