

Target Audience

Grade 5-7

Lesson Aim

Pupils will consider how to transfer their offline values into the online world

Learning Objectives

LO: to consider behaviour on the internet

LO: to begin to formulate ideas of what is needed to be a safe, secure and moral digital citizen

National Curriculum Links

Curriculum Area Strands: Pupils should be taught...

ICT	1.4 b. Recognising issues of risk, safety and responsibility surrounding the use of ICT.
Citizenship	1.2 a. Exploring different kinds of rights and obligations and how these affect both individuals and communities.
PSHE	1.4 a. Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.

Timing: 60 minutes	Key Vocabulary: digital citizenship, moral compass, ethics/ethical, values, scenarios
Preparation: Familiarise yourself with the lesson resources. Print a4 compass options and attach to the wall in different areas of the classroom/hall.	Organisation: Individuals, pairs, or small groups, then whole class discussion
Resources: Copies of the digital compass, a large space (or a cleared classroom)	

Lesson Outline

60 Minutes

Starter	What is a good citizen?	10 minutes
Activity 1	Whole group "What's your answer?" activity	20 minutes
Activity 2	Conscience alley	10 minutes
Plenary	How can you be a good digital citizen?	10 minutes
Extension	Create captions to post around school to encourage good digital citizenship	

Lesson

<p>Starter:</p> <p>Ask pupils for examples of what a good citizen is. E.g. a good citizen is: Honest, looks for ways to improve their community, helps others etc</p>	<p>Activity 1: 20 minutes</p> <p>See attached document "What's your answer?" Introduce activity: pupils begin to consider what makes a good online citizen by reacting to statements and moving to a sign in the room that matches their response. E.g. teacher may read out " Using mobiles in the classroom" some pupils may move to the sign "wrong", others may move to the "depends on the situation" sign, giving the reasoning that some of their teachers use mobiles to teach with. To extend this activity ask pupils to volunteer statements.</p>
<p>Activity 2: 10 minutes</p> <p>Take one of the most contentious subjects e.g. accepting unknown contacts on to MSN and social networking sites. A decision maker walks down the alley and is to be persuaded by peers making encouraging/discouraging statements on either side e.g. "The contact might be a friend, accept them and see" or "This new contact is a stranger they could send you nasty messages". The most persuasive calls will influence the decision maker who, at the end of the alley, will make their final decision. This activity allows pupils to explore all areas of their responses to the previous exercise.</p>	<p>Plenary 10 minutes</p> <p>Challenge pupils to think about how they can be a good digital citizen. Teachers may want to display some of the sentences from "What's your answer?" on an interactive whiteboard to stimulate ideas of how to be a good digital citizen. Potential homework activity: Make a PowerPoint/ a short film/animation/ a poster about what it takes to be a good online citizen. Encourage pupils to think of their digital compass when challenged with online situations.</p>

Teachers' notes and guidance for "What's your answer?"

In responding to the pupils decisions teachers should remember that although pupils may be knowledge rich in terms of how to use technology they are often wisdom poor. It may be useful to remember that for many pupils this may be the first time that they have evaluated their online actions so they may not know the answers immediately! Encourage pupils to be honest in their responses to the statements and to not just think about their feelings but also the feelings of others. Empower pupils with the knowledge that there are many "grey" areas in the online environment meaning that sometimes there isn't a right or wrong answer.

Guidance is given below to support teachers in class discussion.

Using mobile phones in classrooms.

In many schools using mobile phones is against school rules, at least during lessons. However, some pupils may have had the experience of teachers using mobiles in classrooms and have good experiences to share with the rest of the class.

Visiting unknown websites included in emails from people you don't know.

There are a lot of unknown factors in this statement – neither the sender of the email nor the link in the email is known. Viruses can be downloaded inadvertently from websites. Some pupils may say they would run their anti virus software so that in looking at the link they can be as safe as possible. Visit www.childnet.com/sorted for more information.

Forwarding on nasty texts about other pupils.

Immediately this appears to be a statement that firmly sits in the "wrong" direction of the compass. However, what if a pupil is forwarding the text on to a member of staff to let them know what is occurring in their school?

Forwarding on chain emails.

Chain emails are often violent and scary; however there are some chain emails that some pupils are happy to receive. There may be a spread of answers to this question. Pupils may find it useful to have a class consensus about the forwarding on of these types of emails. If pupils don't like receiving chain emails suggest deleting them upon receipt.

Letting your mates know about a site that helps with history coursework.

A great use of technology, however, what if the finder of the site hasn't looked at the information in detail and hasn't cross checked the content. What could a friend do to make sure they are forwarding on the most useful information?

Uploading photos of your mates on to a social network.

Photos are often a large part of young people's online experiences and many pupils are happy for their photos to be posted online. Some pupils may suggest that there are photos that have been posted about them that they are unhappy about. Can pupils find a solution for this? Many social networks make available reporting facilities for abusive photos – do all pupils know how to do this?

Always accepting anyone who asks to be your buddy on instant messenger or a social network e.g. Myspace/Facebook.

It is incredibly important that pupils spend time reflecting on who they accept in to their online areas. Encourage pupils to be honest in this response so that as a class you can effectively reflect on current practice within the pupil body.

Ignoring messages from your anti virus saying that updates are available.

An important aspect of internet security is keeping up with updates to ensure the best protection for computers.

Downloading an example of a level 5 essay from the school virtual learning environment/ pupil website.

A teacher may have made this available for pupils to improve their writing skills, although this statement may give the opportunity to discuss appropriate use of online information.

Having online discussions, with someone you don't know, about private things.

The internet can be an environment where users feel anonymous and they can become involved in conversations of a private matter with people they have never met. This can be a positive thing in terms of online counselling services such as Childline. However, some people engage children and young people in private discussions through flattery, persuasion and manipulation. Young people need to be aware of this and make sure that their private discussions are done with trustworthy, qualified people.

Teacher instructions: Print out the A4 sheets below and attach them to surfaces in the space you are using for the activity. Gather pupils in a central position and show them the different signs. Once they are familiar with each sign introduce the activity. This activity works best when pupils work as individuals, however some teachers may want pupils to work in small multi ability groups. As the teacher you are going to read a variety of statements relating to the online environment. Pupils must move to the sign that best matches their response. Once pupils have chosen a sign that they agree with ask them to explain their choice.

Pupils must use the 21st century digital compass to respond to these statements – are they the right thing or wrong thing to do? These statements are reproduced in the lesson plan alongside guidance for teachers in terms of how they may guide discussion after the activity.

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RIGHT

I don't

know

It's an
individual
choice

What's
the big
deal?

Wrong

As long as
I don't get
caught

Depends
on the
situation

I'm not
sure if it's
wrong