

Target Audience

Key Stage 3 and 4

Lesson Aim

Pupils will explore different attitudes that a number of characters have towards their virtual lives. They will analyse each situation, assessing the impact of online activities on the individuals' social, physical and emotional well being before providing advice in the form of a letter or an electronic response that will be posted on to a website.



Learning Objectives

To explore the impact of online actions on individual lives.

To be able to identify and assess issues to do with emotional and social well being that emerge from internet use.

To understand how to communicate effectively to a range of audiences in both oral and written formats.

National Curriculum Links

Curriculum Area

PSHE / Citizenship

English

ICT

Strands: KS3 and KS4

KS3: 1.1a, 1.2a,b, 1.3 a

KS3: 1.1a, b,c,1.2d, 1.4a,b,c,d

KS3: 1.1a,c,1.2a,1.3a,1.4a,b,1.5b

KS4: 1.1a,c, 1.2a, b, 1.3 a,d

KS4: 1.1a,b,c,1.2b,c,d,1.4a,b,c,d

KS4: 1.1a, c,1.2a, 1.3a, 1.4a,b,1.5a,b

Timing: 60 minutes	Key Vocabulary: online addiction, virtual lives, offline-online consequences, parental intervention, sexting, counselling, aggressive behaviour, forum, anonymity, gaming
Preparation: Each character's problem needs to be enlarged and or printed onto pieces of A3 paper	
Resources: Flip chart paper, role play cards, coloured pens, analysis tables, guidelines for writing response	

Lesson Outline

40 Minutes

Starter	Class discussion about the advantages and disadvantages of having a virtual life	10 minutes
Activity 1	Reading character problem and identifying key issues	20 minutes
Activity 2	Writing a piece of advice no more than 200 words	20 minutes
Plenary	Present to class and choose best ones for online submission	10 minutes
Extension	Submit responses to Kidsmart and write another journal or blog entry for one of the characters.	Homework

Lesson

Starter: (10)

Short discussion on the advantages and disadvantages of having an online virtual life. What do we gain and what do we lose when we are online? How does our online life differ from our offline life?

Possible issues to elicit:

- **Online addiction**
- **Anonymity**
- **Freedom of speech**
- **Social interaction with others**
- **Multiple identities**
- **Sexting(only to be used in keystage 4 discussions)**
- **Cyberbullying**

Activity 1: (20)

Students are put into groups of no more than four and given one of the character's problems. Allocate one of the following roles to each person in the group: youth counsellor, internet safety expert, teacher, peer mentor. Use role play cards to make each person clear about their role.

Students read through their character's problem and begin to diagnose the key issues using a table.

Each expert must come up with positive and negative points about the situation faced by the character. It might be useful to encourage pupils to think about 'good' or 'safe' online behaviour at this point.

Key words and prompt questions can be used from the provided material to guide pupils at KS3 or to support less able pupils at KS4 to identify key issues.

N.B. This part of the lesson can be supported by visiting the listed useful websites to search for relevant advice.

Activity 2: (20) →

Pupils come together as a group and each expert suggests one or two pieces of advice for the character. Once this has been done, pupils have to create a short piece of written advice which is no more than 200 words.

Each expert must contribute some advice.

The writing should follow advice conventions such as using the conditional tense (you should), the second person (you) and be written in a sensitive and helpful manner.

Once the piece has been written, and checked for errors, prepare to present to the rest of the class.

Plenary: (10)

Pupils read their 200 word responses to the rest of the class. The three best pieces of advice are selected by the class to be submitted to kidsmart@childnet.com. The replies will be read by the Childnet team and we hope to publish them on our website as advice from young people.

Homework: Ask pupils to write an online blog for their character, either in the present or in the future, giving a detailed first person account of how they are dealing with their problems.

Alternatively, they could write a longer piece of advice in the role of the expert for a newspaper or magazine. This could be included in a college newspaper or blog to help pupils around the college.

Similarly, students could submit their own 'online issues' to a problem box which they and their teacher will try to provide advice for.

Characters and their problems



Amy

I don't spend too much time online – about four hours in the evening. But added to this, I'm finding myself online late at night. I access the internet through my phone – my parents don't know about it but I know that they are worried about me particularly since I have exams going up and don't have the energy to properly revise. I spend a lot of my time helping out on the forum of my favourite band. I feel good when I am online there's an area for people to talk about their problems. I feel like I can handle most of the problems people have but there are a few problems that really scare me and I feel a bit out of my depth. I've been using some online counselling sites to get advice to give on the forum but I'm really scared I might say the wrong thing. It's getting to the point where I can't leave the website alone. I know that I need to take a rest but I'm worried about leaving the conversation and what the people might do. If anything bad happened it would be my fault.

Omar

My name is Omar. Most of the time I spend online is on social networking sites. I use a lot of the apps and probably update my status more than all of my mates! I've had a social networking site since I was pretty young so there are loads of people on my profile. I try and keep up to date with the changes in privacy settings so I feel like I am in control. One of the main things I do online is update my friends about the music I like. I've met loads of new people through this. Recently I've been having some pretty intense chats with a girl I've met through a new singer I've got interested in. We've been chatting for ages, I've checked out her profile and she seems normal! I've just got that thing in the back of my mind still where anyone can be anyone online and there was a case in one of the other schools in the area where a lad ended up being blackmailed by some bloke over the internet after he sent photos to a "girl". Is there anything else I should do to make sure I'm not putting myself in a dodgy situation? I'm not sure how I feel about talking to my parents about this one they only use the internet for email.

Jono

My name is Jono and I need some help. I feel as if I am getting out of control. I regularly game online and have a group of mates I game with. In the past, all of the conversations were about the game – strategy mainly and I've always had good experiences. The new game that I play is a pretty violent one and really I'm too young to play it. I've noticed that as we've got further into the game, everything is changing- it's all a bit intense. Some of the players are pretty aggressive and threaten other players. I use a headset for the game so everything feels really real. I play the game so often that when I go to sleep I can still see the images from the game in my head. Everyone wants to do their best and I want to try and keep up with everyone on the game – this means playing for as many hours as possible ...or purchasing credits. I've used up all of my own money and my older brother has let me use his credit card to buy more. He only meant for me to use it once but I have taken the card a few times more. I'm scared, he's going to kill me when he gets the bill through. When you're spending online, you don't notice how much you're spending. What can I do?

Role play cards.

Teacher's notes:

Distribute role play cards to pupils in each group. Ask them to read through each role and think carefully about the kind of advice that can be offered to someone who needs help. The list of websites below might also be used to help the experts gather their advice.

You are an **internet safety expert**.

Your responsibilities might include:

- 1) Being able to recommend good websites that provide advice
- 2) Giving safety advice on good online behavior. For example; keeping personal information safe, setting your privacy settings on social networking sites, using strong passwords. See websites listed for help
- 3) Referring the person to other services that might help them

You are a **tutor or form teacher**.

Your responsibilities might include:

- 1) Encouraging a young person to seek help from their teachers at school.
- 2) Helping a young person to think about how their online behavior might impact their school work and school life.
- 3) Encouraging a young person to seek advice from parents/ carers
- 4) Referring the person to other services that might help them

You are a **counsellor**.

Your responsibilities might include:

- 1) Reassuring and comforting the young person, letting them know that they are not alone.
- 2) Encouraging the young person to speak openly with family/ teachers and other trusted adults.
- 3) Giving practical advice on how they could manage their time on line and offline. See websites listed for help.
- 4) Referring the person to other services that might help them

You are a **peer mentor**.

Your responsibilities might include:

- 1) Reassuring the young person that they are not alone in facing the issue.
- 2) Giving practical advice which might help them in their online and offline world.
- 3) Supporting the young person to keep communicating about their problems.
- 4) Referring the person to other services that might help them

Useful websites for seeking advice.....

<http://www.digizen.org/>

<http://www.chatdanger.com/>

<http://www.childnet.com/sorted/>

<http://www.thinkuknow.co.uk>

<http://www.beatbullying.org/index.html>

<http://www.childnet.com/downloading/>

<http://www.childline.org.uk>

<http://www.pegi.info/en/index/>



Key words

Online addiction
Anonymity
Freedom of speech
Social interaction
Multiple identities
Sexting
Gaming
Cyber bullying
Virtual lives
Offline
Online
Consequences
Parental intervention
Sexting
Counselling
Aggressive behaviour
Forum



Giving advice to your character

Key questions to help you analyse your character's situation:

- How does the character feel at the moment?
- What are they doing on line?
- How are they affected in their off line life?
- Are there any good points about their online behavior?
- How has their health and wellbeing been affected by their online behavior?
- Are family and friends affected by their online behavior? How?
- What can we do to help this character to feel more in control of their virtual life?



What are the main issues that your character is facing?	What are the positive aspects of their current online behavior? What advice can you offer as an expert ?

Writing your advice

Remember that you only have 200 words to write a sensible and helpful response to your character's problem. Make sure that each of the experts in your group offer at least one piece of advice. Make sure the advice is clearly addressed to your character and that the language you use is appropriate for a teenage audience. When you have finished writing your advice, check for grammar, spelling and punctuation errors before sending it to us at kidsmart@childnet.com.

Useful tips to help you write your advice.....

Modal verbs

You **could**.....

You **should**.....

You **would**.....

You **must/might**....

Imperatives or commands

Do talk to an adult....

Don't worry...

Try to spend more time with friends and family...

Avoid being on the internet late at night...

A formal but friendly tone

I suggest you seek help from...

We recommend that you...

There's no need to worry....

Use discourse markers

Alternatively,.....

On the other hand.....

Consequently...

As a result....

Therefore....

Remember, although you are writing for a teenage reader, there shouldn't be any slang. The tone should be friendly and helpful to make the reader feel reassured.

