

Secondary Assembly Script

Basic information to help with the delivery of this Powerpoint

Slide 1:

This assembly is for Safer Internet Day

Safer Internet Day is run by the UK Safer Internet Centre – made up of Childnet International, the South West Grid for Learning and the Internet Watch Foundation.

This year's theme is Virtual Lives. We are going to be thinking about the meaning of this phrase, "It's more than a game, it's your life."

I want to focus on what you do online, how you behave, how you interact with each other and what this can mean for your life in the real world.

Slide 2:

In order to start thinking about your Virtual lives, we need to establish where you go and what you do.

What sites do you visit when you:

(Ask the audience the kinds of sites they visit, the below are suggestions to get young people talking)

- Want to talk to your friends
- Download, listen to or buy music
- Watch videos or catch up on TV
- You want to be entertained
- Buy things
- Book tickets
- Want to know what's going on

Slide 3:

The internet is a great place where we can talk to friends for free, play games with people who live on the other side of the planet, or get the best deals on buying tickets to see your favourite band.

BUT

We need to remember that when we are online we create a 'digital footprint', by leaving behind a trail of information. Our actions online can have consequences in the real world.

Slide 4:

Let's start by thinking about music. With new technology, we are able to listen to music whenever and wherever we want to on our iPods, laptops and phones.

Let's think about our expectations of our music in the real world.

When you play a song would you be happy if it was really poor quality? Or if it contained a potentially damaging virus, that could result in expensive repairs to your computer.

I believe that pupils at this school would not go into a shop and steal music and films.

What if the music you played caused illegal content to appear on your computer? *(Ask the students)* Does anyone in this room know the age of criminal responsibility in the UK? *(10 years old)*

Everyone in this room is responsible for their actions in the eyes of the law – if you are in possession of an illegal image, you could be held responsible for that image.

[Click to bring up other text](#)

However in the online world people are often taking these risks. When you choose to download music covered by copyright on peer to peer file sharing sites, such as Bear Share, Limewire, Bit Torrent and Pirate Bay, this is illegal.

These online actions do have offline consequences. In this case that consequence may be a minimum fine of £1000, a damaging virus or unknowingly downloading an image that breaks the law, such as an image of child abuse.

There are alternative options to illegal downloading – Sites such as Myspace often let users listen to and discover new unsigned acts. Or free online streaming services such as Spotify, Last Fm and We7 are legal ways of listening to music.

Slide 5:

Communicating online and offline are very different, especially in terms of whom you contact and who can contact you.

In the real world we know who we are talking to, and rarely spark up a conversation with a complete stranger. In the real world, face-to-face conversation also means that we are often considerate with what we say. We can easily understand how comments are to be interpreted by reading body language. It is clear when something is a joke or if it is to be taken seriously.

[Click for rest of text](#)

When we make friends and chat online we often abandon some of our real world inhibitions. We are more likely to chat to people we don't know or to add anyone to our friend lists. It is harder to know how reliable people are online. It is very easy to pretend to be someone you're not, whether it's lying about your age or how you look.

However, according to recent studies 50% of young people find it easier to interact with people online and to be.

In the real world we mentioned how we are often more considerate with how we talk to one another. Some sites online allow people to leave anonymous comments; also, we don't see the reactions to our comments so it is often easier to say hurtful thing. A joke to one person can be interpreted very differently by another person – there isn't the opportunity to read body language and determine the tone of voice.

But chatting online has given us the opportunity to break down boundaries of distance, time and costs. How many of you use a chat service to talk to friends and family abroad?

Slide 6:

The final area that we are going to look at is what we share with people and the offline consequences of these actions.

In the real world, we have known the 'stranger danger' rule since the age of 5. We know not to give any personal information to a stranger.

The photographs you take are kept between you and your friends – you have the control to decide who you chose to share that picture with. Maybe it's a bit embarrassing and you don't look your best, would you want everyone in this room to see it? Or how about wanting over 500 million people to see it?

In the real world you can decide who you share information with and confide in. Maybe at the weekend, some of you get up to things you would hate for teachers and parents to know about.

Click for rest of text

Often in the online world we are sharing our personal information without realising it. This could be from having an open profile or websites sharing information about their users. Look out for Privacy policies on websites. This will tell you what a website plans to do with a user's information.

Ask the audience: How many of you have posted a picture or video online in the last week? It's important that we remember that we are posting on the biggest bill board in the world. If you aren't comfortable for me to show the picture on this screen in front of everyone then it shouldn't be posted online.

The below paragraph is included for key stage 4 students only

It is important that you know what is appropriate and what isn't. A recent survey supported by MTV found that 24% of 14-17 year olds have been involved in the sending of explicit pictures via text or over webcam. As the elder students at this school I want us to think about the offline consequences of these actions.

- **It is in fact Illegal** – anyone under the age of 18 generating, sending or viewing these images may be breaking child pornography laws
- **On the other hand there can be huge psychological and reputational damage** – once an image is posted online it is potentially there forever, with enormous offline consequences

When we post photos online of other people we rarely ask permission. We need to ensure that people have the option to say they 'don't want their picture online' or request it to be taken down if they aren't happy with it. Think about how you would feel if someone posted an image you really didn't like and refused to remove it.

Ask the audience: How many of you are 100% certain that you have set your privacy settings to friends only and locked down your profiles?

It's vital that you take the steps to protect yourself; if you haven't changed your privacy settings anyone can see your content – friends, family, teachers, employers, University admission officers? In the future your college or university may search your name before offering you a place to study with them, or a future employer may search you to see if they can find any reason why they shouldn't offer you a position. Take control of your content by getting these privacy settings put into place.

If you have locked down your profile - brilliant! You can continue to share your content and be creative online!

Slide 7+8: Optional scenarios

Slide 7:

Scenario for Key Stage 3

It's now time to apply some of the things we have been thinking about so far:

Ask one student to read out the scenario and then allow them 1-2 minutes to answer the questions with the people around them. Then ask for feedback

Answers should include:

- 1) Viruses, paying to repair damages from viruses, poor quality tracks, possibility of illegal content being downloaded onto their computer, a minimum fine of £1000!
- 2) In this scenario potentially the neighbour as they own the wireless being sued to illegally download. But also makes sure that they recognise that Joe could be held responsible.

3) Legal alternative include buying it from sites like iTunes, Amazon etc but also online streaming services like Spotify, We7 and Last fm.

Slide 8:

Scenario for Key Stage 4

It's now time to apply some of the things we have been thinking about so far:

Ask one student to read out the scenario and then allow them 1-2 minutes to answer the questions with the people around them. Then ask for feedback

Answers should include:

1) Ask for hands up of those who feel in control – then ask them why and then do the same for those who feel that they aren't always in control. If it isn't mentioned – ask them if they can control what their friends put up about them? It is very hard to be fully in control of content about yourself.

2) Parents, carers, teachers, colleges, universities, future employers (someone may raise that paedophiles may be looking). Concerns may be that what is posted online is there forever, this could risk future employment etc.

Slide 9:

Checklist of things for young people to go home and do

Here are some really simple tasks for you to go home and do to ensure that you are looking after yourself in your virtual life as much as you would in the real world!