

Below you will find four quick activities and one longer lesson plan to complement this year's theme of 'Virtual lives' and the key message 'It's more than a game, it's your life.'

Cue Cards: Offline and online

Pupils will be given a card outlining an online or offline situation that they must act out. The activity is best suited to pair work. In the first instance, the pupils will act out how they will deal with this situation in the real world and then, they will attempt to show how their actions are different in the online world. The cue cards are included overleaf. The exercise will encourage pupils to analyse the differences and the similarities between online and offline conduct. This could be used to develop a debate about whether our online and offline identities are the same and whether we are taking risks in our virtual lives.

Debate

When it comes to online conduct, there are often grey areas. Some pupils may argue that their virtual lives are infinitely more satisfying and enriching than their real day to day lives. Why not use the statement below to organise a debate about the ethical, moral and social implications of having 'a virtual life'.

'This house believes that life online is safer and better than life offline'.

Included overleaf are some useful websites for students to research before they begin the debate. There is also a pro-forma of a table to enable students to start thinking about the issues involved.

Digizen Game

An online activity where pupils engage with a fantastic interactive game to assess whether they are a good digital citizen. The game can be found at <http://www.digizen.org/resources/digizen-game.aspx>. Teachers might also show the cyber bullying film 'Let's fight it together' available at <http://www.digizen.org/resources/cyberbullying/films/uk/lfit-film.aspx> beforehand to provide a context for the game.

Digital trail

Show students a screen shot of a typical e-mail inbox (see overleaf for resource) . The person's inbox will contain several messages which are spam, friend requests from social networking sites and other miscellaneous messages. The aim of the exercise is to think about how the person in question managed to receive the content. Teachers could use this exercise as an opportunity to think about where, when and how young people distribute their personal information online. Students could think about their own digital footprints and consider the websites where they have submitted personal information. As a class, you could invent a digital trail (for example, a list of websites or a flow chart showing the individual's online activities) focusing especially on instances where e-mail addresses and other personal details have been given away.

Whole class debate: 'This house believes that life online is safer and better than life offline'.

You might like to prepare for the debate by using the table below to identify key points which could be raised by either group.

For	Against
<ul style="list-style-type: none"> • The online environment gives everyone an opportunity to be whomever they want! • People from different social backgrounds and age groups are free to air their views. • In the online world, people are free from immediate physical dangers. 	<ul style="list-style-type: none"> • Real people, societies, families and relationships are more important than the online world. • It is important that we understand how to help each other in real life situations. • There are just as many dangers in the online world as there are in the real world.



UK Safer Internet Centre

Quick secondary classroom activities



Useful websites for teachers and pupils preparing for the debate

<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/>

<http://www.childnet.com/kia/secondary/>



UK Safer Internet Centre

Quick secondary classroom activities



Cue cards: offline and online - To be used in short paired role play activities

Shopping

- **Offline**- what do you have to do to buy things in the real world?
- Think about taking objects, exchanging cash and having face to face interaction with others
- **Online**-what do you shop for online? Music? Clothes? Games?
- What do you do differently when you buy things online? Do you always pay for them?

Making friends

- **Offline**- how do you make friends in the real world?
- Think about how you would speak to a new friend and how you would use body language.
- **Online**- how do you make friends on the internet?
- How do you speak to and behave with your new online friends?

Playing games/ sports

- **Offline**- which sports or games do you play in the real world?
- How do you behave with others when you play these games/sports?
- **Online**-which games do you like playing online?
- What do you do differently when you are playing with others online?

Chatting with friends and family

- **Offline**- How do you speak to your friends and family?
- Think about the words you use, your tone of voice and body language.
- **Online**-how do you chat with your friends and family online?
- What do you do differently when you are chatting with friends and family on MSN or Facebook?

Looking at photos

- **Offline**- how do you behave when you share photos with friends in the real world?
- **Online**-which websites do you use to share photos online?
- What do you do differently when you look at photos online?

Signing up to services

- **Offline**- what kinds of free services (for e.g. magazines, companies, newsletters) would you sign up to in the real world?
- Think about whom you would give personal details to in the real world. For example, your address, birthday and telephone number.
- **Online**- Which services do you sign up to online with your personal details?