//:Be SAFE_Be WEBWISE://

An Internet Safety Lesson & Resource Pack for SPHE Teachers

webwise.ie

Contents

webwise.ie

Foreword

We live in a time when, due to influences of information and communications technology, the way our children live their lives is constantly changing. Nowhere is this more evident than with young people's use of the Internet. The ease of access to powerful communication tools such as social networking websites, video and photograph sharing sites, and camera-phones means that, all over the world, various people are saying new things in new ways to new audiences. Individuals are sharing ideas and views on a panoramic scale in ways that, until recently, were only open to broadcasters.

However, alongside the tremendous opportunities provided by technology, there are also challenges. Many young people approach online content in the same way that they read a book - they believe most of what they look-up online. In schools we need to foster the critical and analytical skills that can harness the positive aspects of the information media we now have access to at the click of a mouse. In short, we need to promote digital literacy.

Digital literacy is not simply about developing skills to use technology or to validate online content. Email, instant messaging, texting, and Bebo are allowing Irish children to connect with each other and engage with society in ways that were unimaginable two years ago. We are also seeing how the anonymous, instant, and far reaching communication capabilities of the Internet have brought a new dimension to child protection issues such as bullying, anorexia, suicide, and sexual exploitation.

Consequently, young people children need to develop skills to establish supportive relationships, to enjoy the company of others, and to resolve conflicts in appropriate ways. They need to be aware of and sensitive to their role in influencing the behaviour of others through their online lives. Students require the skills to identify when they are subject to influence or manipulation, whether overt or subtle, and the self-confidence to resist these pressures.

Through discussion and group techniques this programme addresses the life-skills associated with personal safety, social responsibility, ethical and human rights in the context of the wide use of the Internet by young people. This approach enables students to learn from their peers and establish ethical codes of practice for themselves by themselves.

The NCTE is the Irish Internet Safety awareness and is responsible for the Webwise Internet Safety awareness campaign in schools (www.webwise.ie). In partnership with Childline and the National Parents Council Primary, it operates an Internet Safety helpline for children and provides a panel of experts to parents associations and schools across the country to deliver information seminars and training to parents. Continuing professional development in Internet Safety is also provided to teachers through the local ICT Advisory Service.

The NCTE and the SPHE Support Service have worked together, in a very positive way to develop these Internet Safety education educational resources to be used by schools in implementing the SPHE curriculum in the Junior Cycle. This learning programme empowers students to reflect upon their own safety, read, analyse, and decode Internet content, it also promotes the use of Internet technologies as instruments of self-expression and creativity, and equips adolescents to use the Internet to engage safely, effectively and responsibly with their local, national and global communities.

I would like to thank and acknowledge the work, enthusiasm and expertise of the the of the Be SAFE_Be WEBWISE team, Anne Potts and Nodlaig O'Grady, SPHE and Gráinne Walsh, NCTE, in the creation and compilation of these learning materials. Our collaborative project was aided by the support and assistance of the former SPHE National Coordinator John Lahiff and, since September 2007, by Sharon McGrath SPHE National Coordinator.

This teachers' resource pack will provide practical guidance on the embedding of Internet Safety messages in classrooms. I believe that the exemplar lessons, the resources and teaching materials will provide comprehensive support for teachers to help them guide and protect their students and to enable our young people to be wiser and safer Internet users.
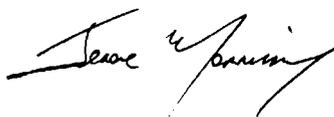
Jerome Morrissey
Director, National Centre for Technology in Education
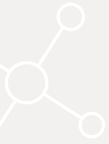
Introduction & Guidelines

In an age where the Internet plays an increasingly important role in the education, development and socialisation of our children, the National Centre for Technology in Education (NCTE) in cooperation with the Social, Personal and Health Education (SPHE) Support Service have designed this resource to empower young people to be safe, effective and autonomous users of the Internet for life.

This teachers' booklet is designed as a resource for SPHE teachers to assist them with classes and discussions on Internet Safety. The resource has been designed to give students the opportunity to explore their attitudes and their safety when using the Internet. Personal safety issues in regard to Internet use have emerged as an area of concern for Junior Certificate students.

Risk behaviour and awareness needs were identified through large-scale surveys of children's use of the Internet in 2003 and 2006 conducted by the NCTE's Internet Safety initiative Webwise. Risks identified include the disclosing of personal information; cyberbullying; Internet literacy needs and social influencing online. The workshops and lessons are designed to address these issues in the context of the child's right to personal safety.

Safer Internet Day is celebrated each year during the second week in February and some of these materials and the work produced by students during the workshops could be used in preparation for a whole-school Internet Safety awareness project.

Topic Overview

The lessons are designed to be delivered as part of the Junior Cycle SPHE Programme. In deciding what year group would benefit from a particular lesson teachers are free to use their professional judgement, keeping in mind the stage of development and background of their class group. The teacher will also know the developmental learning needs of individual students and can make appropriate adaptations to suit their requirements. As SPHE is designed as an enabling curriculum some of the lessons addressing Internet Safety issues could be used in the context of a variety of topics and modules in SPHE. Some suggestions are outlined below.

LESSON	YEAR	MODULE	TOPIC
Secret Codes Exploring my rights and responsibilities when online	1	Personal Safety	Looking after myself
Identity Parade Recognising that the Internet is not a private place	1 2	Personal Safety Emotional Health	Looking after myself Respecting my feelings and the feelings of others
Cyberbullying Developing strategies to recognise and avoid online bullying	1 2 3	Personal Safety Belonging and Integrating Friendship	Bullying is everyone's business. Recognising unsafe situations The changing nature of friendship
Asking for Help Knowing where to get help	3	Personal Safety Relationships and Sexuality Education	Help agencies Finding support
Internet Decisions Developing students' critical awareness in regard to the Internet	2 3	Personal Safety Influences and Decisions	Making a good decision

Acceptable Use Policy

It is recommended that teachers using this resource are familiar with the school's Acceptable Use Policy (AUP) and its ICT Responsible Use Rules. The Webwise **Internet Safety Pack for Schools** contains information, advice and AUP templates which can be used as a basis for whole school ICT policy development. Adopting a whole school approach and linking to other policy areas such as the school's Anti-Bullying Policy and Child Protection Policy will allow the school to deal with any wider issues which may arise following these Internet Safety SPHE sessions.

Workshop/Lesson Delivery

While the lessons are designed to be used in a classroom suitable for discussion and debate, all offer opportunities to integrate ICT into SPHE. Teachers of SPHE may like to liaise with the students' ICT teacher who could extend the learning into the students' ICT class time.

The SPHE lessons are part of the NCTE's Internet Safety continuing professional development course for primary and post primary teachers: Integrating Internet Safety into Teaching + Learning, details available at www.ncte.ie

Learning Resources

Webwise, the Internet Safety initiative of the NCTE was established in 2005 and is the Irish node of the EU Information Society's Safer Internet Network. Webwise.ie is the Internet Safety site in Ireland which shares good practice, promotes safe and responsible use and develops awareness of Internet Safety risks and issues. It provides information, advice and tools to parents and educators to teach children and young people to be responsible Internet users and to reduce online risk behaviour. Webwise promotes **Safer Internet Day**, celebrated in February each year and offers online interactive resources and classroom-ready downloadable activities for teachers.

Its advice and support site for teenagers www.watchyourspace.ie offers practical tips and advice on social networking and picture-sharing websites. It is integrated with the Childline online helpline service.

The Webwise Learning Resources section works to provide primary and post primary teachers with appropriate curriculum support materials to enable them to deliver effective education programmes so that our young people can become skilled, confident, responsible and autonomous ICT users. All Internet Safety teaching and learning resources and classroom activities can be found at: www.webwise.ie/LearningResources. Downloadable copies of the **Internet Safety Education Pack for Schools**, delivered to schools in March 2007, are available at www.webwise.ie
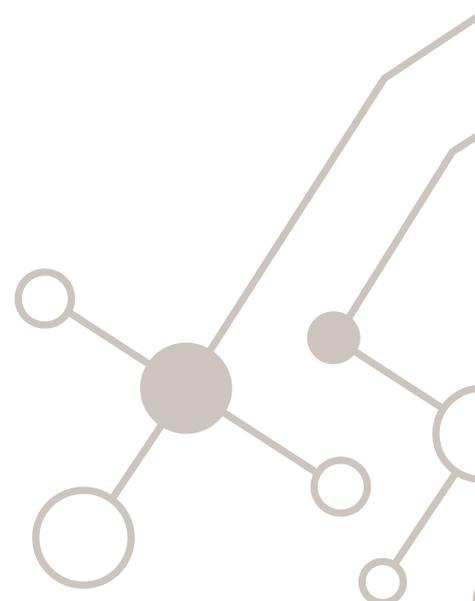
Secret Codes

Year: 1st   Subject: SPHE   Subject Links: ICT   Duration: 1-2 class periods

Topic Overview

This lesson is designed to help students discuss and understand some of the issues related to disclosing personal information online. It explores how to be more responsible online and develops their understanding of the school's Acceptable Use Policy (AUP) and its ICT Responsible Use Rules.

SPHE Curriculum Mapping

Module
Personal Safety

Topic
Looking after myself

Aims

- To help students develop an awareness of the potential risks in disclosing personal information online.

- To reinforce the basics of Internet safety and how to practise safety strategies.

- To realise and understand that AUP Rules are necessary in order to protect students and the school

Learning Outcomes
After completing this lesson the student should:

- be able to identify the potential hazards of disclosing personal information online.

- have developed their skills in ways of keeping safe when using ICT.

- have practical knowledge of responsible use procedures.

ICT Framework Links: Level 3

- demonstrate an awareness of and comply with responsible and ethical use of ICT

- respect the rights and feelings of others when working in an electronic environment.

- discuss, develop, implement and evaluate the school's AUP regarding the Internet, email, mobile phones and other ICT devices

- recognise the need for, contribute to and adhere to classroom and school rules in relation to use of ICT

Materials/Resources

1. Secret Codes Worksheet

2. Responsible Use Rules (in students' School Journals if available or Sample provided)

3. Students' Responsible Use Rules Worksheet

Relevant websites

www.webwise.ie/LearningResources
www.watchyourspace.ie

Some SPHE teachers may like to work with the ICT teacher when preparing to deliver this lesson

Further Resources

- Glossary of Internet Terms

- Webwise 'Internet Safety Pack for Schools'

Differentiated Learning Resource

- Chatwise Learning Module activities:
  www.webwise.ie/LearningResources

Additional copies of resources: www.webwise.ie/LearningResources

Lesson 1 Secret Codes

Activity/Tasks

Students will consider what information should not be shared, on the Internet or elsewhere. They will explore the rights and responsibilities they have in relation to using ICT in the school and they will discuss their role in the school's Acceptable Use Policy.

Methodology

A. **Students are provided with of copy of the Secret Codes Worksheet. They are invited to place a check mark beside each item for which they have a code or pin number.**

B. **The following questions are then posed:**

1. How many of you would give out your passwords/codes for your house alarm?

2. Why not? What difficulties could arise from giving out any private passwords? (Feedback is taken on blackboard)

3. How can one make a secure password? (lead into a discussion of alpha-numeric, 6 characters, not using a known name e.g. pet's name)

C. **Students open the Responsible Use Rules in their school-journals (if not available an individual copy should be handed to each student). The following questions are then posed:**

1. Why do we need an AUP?

2. Which of the rules relates to passwords or codes?

3. Why should we keep our login or password private?

4. Why should we never open or interfere with, the work or folder of another student?

D. **In groups of 4 students examine the list of AUP Responsible Use Rules and are asked to either**

1. Add another rule, and if so state why?

2. Leave out, or change a rule, and if so state why?

   Feedback is taken on blackboard

E. **In pairs, students are asked to consider one of the Rules.**

   Each pair will study the code and identify rights and responsibilities that relate to that rule.

   A sample is provided on the Student's Responsible Use Rules Worksheet.

   Feedback is then taken so all rules can be discussed.

Assessment/Evaluation

Students retain a copy of their Worksheets in their folders.

Students record some item of 'new' learning for them, as a result of participating in this lesson, in their SPHE Journal.

Students identify and list ways in which they might be more responsible in their use of the Internet in their SPHE Journal.

Worksheet
Secret Codes
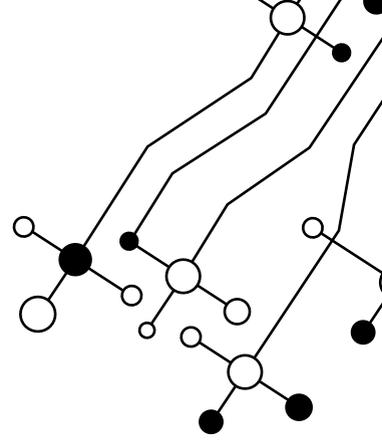
Place a check mark beside each item for which you have or know a code or pin number:

/// **Mobile Phone**... ☐

/// **ATM**.. ☐

/// **House Alarm**.. ☐

/// **PC**.. ☐

/// **Website**... ☐

/// **Email** .... ☐

/// **Voice Mail** .... ☐

/// **Instant Messaging**... ☐

/// **Locker Combination**... ☐

/// **Skype**.. ☐

/// **eBanking**.. ☐

/// **Other** .... ☐

webwise.ie
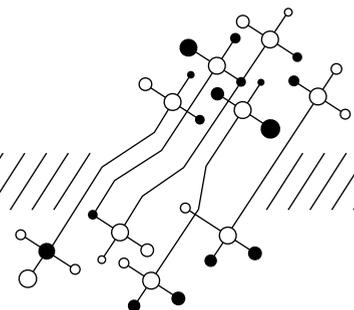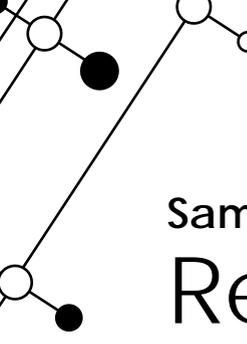
Sample

Responsible Use Rules for our School

The computer system is owned by the school. These rules will help us to be fair to others and keep everyone safe.

1.   **I will only use my own network login and password**

2.   **I will not look at, change or delete other people's files.**

3.   **I will not bring in my personal software, disks, memory sticks, MP3 player, mobile phone, PDA, laptop or personal digital devices into the computer room.**

4.   **I will ask permission before using the Internet.**

5.   **I will tell the teacher if I see a problem with any computer.**

6.   **I will not download software from the Internet.**

7.   **I will obey copyright rules.**

8.   **I will not give my address or phone number online.**

9.   **I will only e-mail people my teacher has approved.**

10. **I will be respectful of the feelings of other users.**

11. **I will not use Internet chat.**

12. **I will tell a teacher immediately if I see anything I am unhappy with or I receive messages I do not like.**

13. **I understand that the school may check my computer files and the Internet sites I visit.**

14. **I understand that if I deliberately break these rules, I may not be allowed to use the computers or the Internet.**

The school may exercise its right to monitor the use of the school's computer systems, including access to web-sites, the interception of e-mail and the deleting of inappropriate materials where it believes unauthorised use of the school's computer system is or may be taking place, or the system is or may be being used for harmful or criminal purposes or for storing harmful, unauthorised or unlawful text or imagery.

webwise.ie

Student's Responsible Use Rules
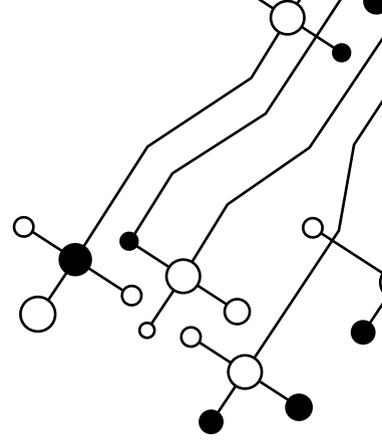
Rule 1

I will only access my own work; never interfere with the work or computer of another student and I will keep my logon password secure.

Responsibility

To keep my password secure. To respect the privacy of others.

Rule 2

_____

_____

Responsibility

_____

_____

Rule 3

_____

_____

Responsibility

_____

_____

Rule 4

_____

_____

Responsibility

_____

_____

Rule 5

_____

_____

webwise.ie
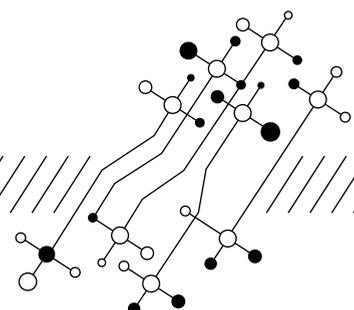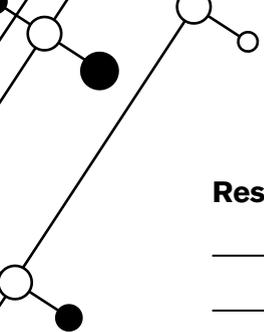
Responsibility

_____

_____

Rule 6

_____

_____

Responsibility

_____

_____

Rule 7

_____

_____

Responsibility

_____

_____

Rule 8

_____

_____

Responsibility

_____

_____

Rule 9

_____

_____

Responsibility

_____

_____

Rule 10

_____

_____

Responsibility

_____

_____
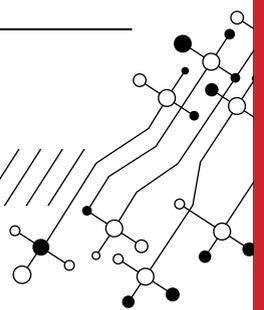
Identity Parade

Year: 1st or 2nd   **Subject:** SPHE   **Subject Links:** ICT/English   **Duration:** 3 class periods

Topic Overview

These lessons are designed to help students discuss and recognise the appropriate forum for sharing personal information and expressing feelings and emotions.

SPHE Curriculum Mapping

Module

Personal Safety / Emotional Health

Topic

Looking after myself / Respecting my feelings and the feelings of others

Aims

- **To help the students to be conscious of their own emotional responses and the feelings of others.**

- **To help the students to recognize appropriate and inappropriate fora and ways of expressing emotions.**

- **To help students develop an awareness of the potential risks in disclosing personal information online.**

- **To explore with the students procedures for protecting their personal safety and security when online**

Learning Outcomes

After completing this lesson the student should:

- **be aware of the appropriate ways of and fora for expressing their emotions.**

- **be able to identify the potential hazards of disclosing personal information online.**

- **have developed their skills in ways of keeping safe when using ICT.**

ICT Framework Links: Level 3

- **demonstrate an awareness of and comply with responsible and ethical use of ICT**

- **discuss and demonstrate appropriate care when using social networking websites.**

- **discuss and agree the consequences of inappropriate and irresponsible use of ICT. (e.g. accessing or posting inappropriate or harmful material, inappropriate interference with the work of other students etc.)**

Materials/Resources

- **Lesson 1**
  My Profile Worksheet

- **Lesson 2**
  The ICT Room and the Internet

- **Lesson 3**
  Debate Marking Card

Relevant websites

www.webwise.ie

www.webwise.ie/LearningResources

www.watchyourspace.ie

Further Resources

- **Glossary of Internet Terms**

- **Webwise 'Internet Safety Pack for Schools'**

Differentiated Learning Resource:

- **Chatwise Learning Module activities:**
  www.webwise.ie/LearningResources

Lesson 1 Identity Parade

Activity/Tasks

In Lesson 1 the students will explore the issue of posting personal information on the Internet

Methodology

A. **Students are provided with a copy of the My Profile Worksheet. They are invited to complete the open ended sentences.**

B. **When most have almost completed the sentences, the teacher asks if students would be comfortable to have them displayed on the classroom-notice board.**

Would they be comfortable posting them to the Staffroom noticeboard? The local Library Noticeboard? Shopping Centre Noticeboard?

Discuss why it would not be appropriate to post it to any of these places.
What about posting it to the school website? Reactions?

Ask how many have posted this kind of personal information on their own websites/social netsites?

Should one? Why/ Why not? What are the risks involved? Discuss.

Feedback is taken on blackboard

Assessment/Evaluation

Students begin initial preparations in small groups for a debate, for and against the motion

THAT THIS CLASS BELIEVES THAT MY SPACE ON THE INTERNET IS MY PRIVATE SPACE

Each student writes the debate motion in his/her SPHE Journal and notes one point 'For' the motion and one point 'Against' the motion.

Lesson 2 Identity Parade

Activity/Tasks

Students will prepare for the debate by researching on Webwise.ie and Watchyourspace.ie in the ICT Room. They will examine and research the issue of personal safety online and draft their debate speeches.

SPHE teachers may like to work with the students' ICT teacher when preparing to deliver this lesson.

Methodology

Recap on the motion of the debate to be researched.

THAT THIS CLASS BELIEVES THAT MY SPACE ON THE INTERNET IS MY PRIVATE SPACE.

Divide the class into two groups 'For' and 'Against' the motion and bring the students to the ICT Room.

Ask the students to open www.webwise.ie and explore the **Surfwise** and **Chatwise Topic Areas**. They should take notes in their SPHE Journals on the *Technologies/Risks/What can you do?* areas relevant to the debate

Technologies ▶

Risks ▶

What can you do? ▶

Each debate team works together to prepare their speeches for the debate while the rest of the students explore www.watchyourspace.ie

Assessment/Evaluation

Each team member will write a 2 minute speech for the debate which will take place in the next class period.

Lesson 3 Identity Parade

Activity/Tasks

Students will debate the issue of posting personal information on the Internet. Personal learning will be recorded in SPHE Journals.

Methodology

Set the room up for the Debate. Briefly recap on the issues raised on the previous class.

Distribute the **Debate Marking Sheets.** Each team speaker should speak for 2 minutes each. The other students mark each speaker as they deliver their prepared speech.

The chair can take questions from the floor while the marks are totaled to decide the winning team.

Assessment/Evaluation

Students write a paragraph on their new learning by completing the following in their SPHE Journal:
'What I have learned about 'my space' on the Internet is…'
and
'I have learned to be safe online I should…'

Identity Parade
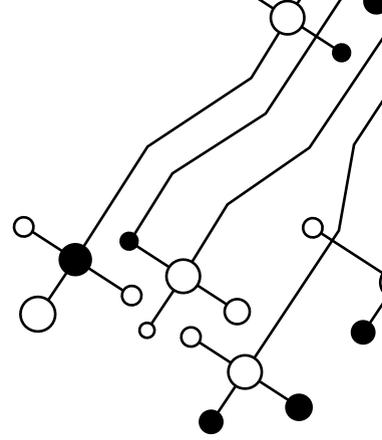
My Profile Sheet

	Fill the blank spaces:
	My name is and I am years old.
	I live at and I go to school at
	I would describe myself as
	I am
●	I think
	I feel
	I hope to
	I feel angry when
	I intend to
	I feel saddest when
	I love
●	I hate
	Signed:
	Date:

webwise.ie
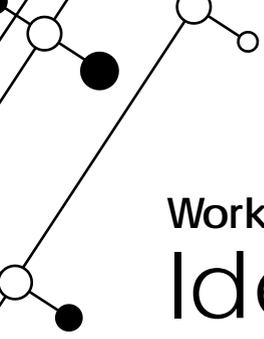
Identity Parade

Debate Marking Sheet

Motion: _____

Team A

SPEAKERS	CONTENT - 50 MARKS	PRESENTATION - 30 MARKS	OVERALL IMPRESSION
1.			
2.			
3.			
4.			
SUB-TOTAL			
			OVER-ALL TEAM A TOTAL

Team B

SPEAKERS	CONTENT - 50 MARKS	PRESENTATION - 30 MARKS	OVERALL IMPRESSION
1.			
2.			
3.			
4.			
SUB-TOTAL			
			OVER-ALL TEAM B TOTAL

Each team has three speakers; they speak for 2 minutes each. Please mark each speaker as they speak. The marks will be added up to decide the winning team

webwise.ie
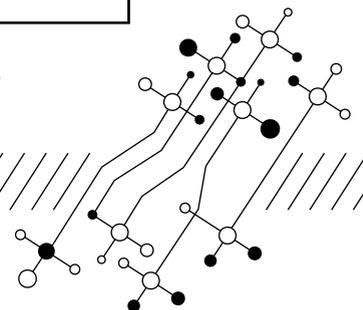
Cyberbullying

Year: 1st, 2nd or 3rd   **Subject:** SPHE   **Subject Links:** CSPE/ICT/Art   **Duration:** 3-4 class periods

Topic Overview: 3 Topics

1. **What is Cyberbullying?**

2. **Text & Chat Bullying**

3. **Posting inappropriate photos**

Note: All 3 lessons are accompanied by Teacher Resource Notes & Background Information on Cyberbullying.

These lessons are designed to be integrated into a preventative programme for bullying in post-primary schools. The students will have previously learned that bullying is always wrong and what to do if one is bullied.

The lessons propose the use of the visual arts to help the class to define cyberbullying. The lesson outputs (i.e. posters) will provide an effective way to disseminate anti-bullying messages in the school environment and foster an ethos of a 'telling school' – one that clearly sends out the message that bullying will not be tolerated.

The posters and the use of online photos will also allow for discussion and reflection of the issue of posting inappropriate photos to the Internet.

Curriculum Mapping

Module

Personal Safety / Friendship/ Influences and Decisions

Topic

The changing nature of friendship

Aims

- **To enable students to recognise cyberbullying behaviour and the damaging impact that cyberbullying can have on its victims.**

- **To enable students to identify situations in which their safety might be compromised.**

- **To enable students to develop strategies and skills for use when confronted with bullying behaviour and to learn where to go for help and advice.**

Learning Outcomes

After completing this lesson the student should:

- **be able to identify the characteristics of cyberbullying**

- **be aware of the damaging impact of cyberbullying on its victims**

- **have developed their skills for dealing with bullying behaviour**

ICT Framework Links: Level 3

- **demonstrate an awareness of and comply with responsible and ethical use of ICT**

- **discuss and demonstrate appropriate care when using social networking websites.**

- **respect the rights and feelings of others when working in an electronic environment**

- **discuss and agree the consequences of inappropriate and irresponsible use of ICT. (e.g. accessing or posting inappropriate or harmful material, inappropriate interference with the work of other students etc.)**

Materials/Resources

Lesson 1: Cyberbullying

Large A3 'jigsaw' template for classroom display

1. Photocopied A4 jigsaw worksheet per student.

2. Teacher Resource Notes & Background Information:
   What is Cyberbullying?

Lesson 2: Text & Chat Bullying

1. WatchYourSpace Poster: Don't Accept Bullying
   'Everyone hates u' Poster

2. Teacher Resource Notes & Background Information:
   What is Cyberbullying?

Lesson 3: Posting Inappropriate Photos

1. WatchYourSpace Poster: 'Think Before You Upload' Poster

2. Teacher Resource Notes & Background Information:
   What is Cyberbullying?

Relevant Websites

www.watchyourspace.ie

www.webwise.ie

www.webwise.ie/LearningResources

SPHE teachers may like to work with the students' ICT teacher when preparing to deliver these lessons.

Art paper or Desktop Publishing software or Presentation software may be required if the Extension Activities are undertaken

Further Resources

- **Glossary of Internet Terms**

- **Webwise 'Internet Safety Pack for Schools'**

Differentiated Learning Resource:

- **Chatwise Learning Module activities:**
  www.webwise.ie/LearningResources

Lesson 1 Cyberbullying

Activity/Tasks

Small group discussions on cyberbullying, followed by whole class feedback and discussion.
Personal learning will be recorded in SPHE Journals.

Methodology

1. **Students are each presented with an A4 jigsaw worksheet. In groups of four they are invited to complete each of the four sections of their own jigsaw by answering the following questions:**

    *   WHAT is cyberbullying?

    *   WHY might someone cyberbully another?

    *   What might be the EFFECTS of cyberbullying another person?

    *   What ACTIONS might one take if they were being cyberbullied or to avoid being cyberbullied?

2. **Feedback is taken from each group and placed on the large A3 'jigsaw' template for all to see.**

Note: Teacher may supplement students understanding using Teacher Resource Notes & Background Information: *What is Cyberbullying?*

An A3 Poster version of this Cyberbullying Jigsaw can be found in the back cover pocket

Assessment/Evaluation

Students retain a copy of the completed jigsaw worksheet in their folder. Students record their new, personal learning about cyberbullying in their SPHE Journal. The completed A3 jigsaw could be displayed in the classroom.

Possible Extension Activities

1. **Students, working in four groups could each create a section of the jigsaw using paper or presentation software. The 4 jigsaw elements could then be gathered together and presented. The students' jigsaw could be kept and used as a focus for discussion on Safer Internet Day in the second week of February.**

2. **Students could create their own art work/posters or slideshows or short video clips on the topic of cyberbullying.**

Note: The resulting work could be distributed amongst the class/school for comment or posted to the WatchYourSpace website. Other students could then view or comment and respond to their work.

As a way to raise the issue of copyright and enable students to gain an understanding of rights and legislation in regard to their own use of online material prior to posting their work the students could apply for a Creative Commons Licence.

Creative Commons (CC) is a licensing system developed at Stanford University which allows a content creator to decide how published work may be used, copied, modified and distributed. It is one of the new licensing systems now growing in popularity allowing for easy sharing and adapting of work on the Internet. The creator can use creative commons to change the copyright terms, for example, from "All Rights Reserved" to "Some Rights Reserved".

http://creativecommons.org

Social, Personal & Health Education
SUPPORT SERVICE
post primary

What is Cyberbullying?
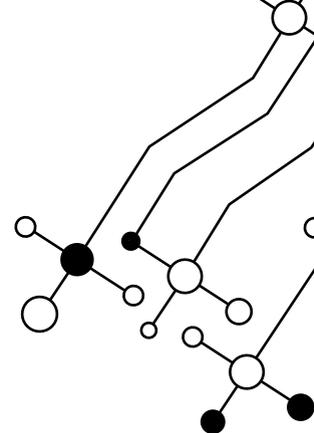
WHAT?

WHY?

EFFECTS?

ACTIONS?

webwise.ie
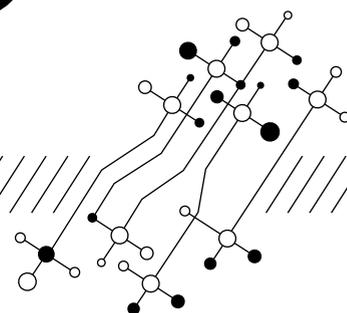
Lesson 2 Cyberbullying - Text and Chat Bullying

Activity/Tasks

Using the A3 Jigsaw recap on previous class.

In this class, the poster 'Everyone hates u' will be used to discuss a specific example of cyberbullying. It should initiate a discussion on how to use technology appropriately and what pupils can do if they receive hurtful messages or if they see cyberbullying. Pupils also need to know that they should take responsibility for their own actions online and know where to get help if they experience problems when using the Internet and other technologies.

Methodology

Stage 1

Recap on previous class
Teacher holds up folded poster, only displaying top half and the message
     'Everyone hates u.'
Teacher asks is this an example of cyberbullying?
Why is it cyberbullying?

Stage 2

Teacher writes the caption 'Everyone hates u' on the board and invites students to give examples of other similar messages they have seen or had concerns about. They are recorded on the board.

Class discuss why such 'messages' give cause for concern. The pupils are asked if they would say any of these things face to face.

They are asked how they would feel if it was said to them or said about them.

They are asked if they think it is OK to use text/chat like this when one chats online.

What other examples of cyberbullying are they aware of?

Do they often see bullying take place online?

By observing the bullying and not taking action are bystanders condoning the bullies' behaviour? What can one do if one is a bystander?

Stage 3

What advice would you give to a friend who is being bullied online?

Teacher collates advice on board.

Teacher then displays the bottom half of the poster, checks advice and sends students to

www.watchyourspace.ie for further advice and support.

Note: The teacher needs to ensure that feedback from these questions is general and should not in any way become personal or become an opportunity for people to name or shame others.

An A3 Poster 'Everyone Hates U' can be found in the back cover pocket

Assessment/Evaluation

Students record their new, personal learning about cyberbullying in their SPHE Journal

Students identify one action they could take if they experienced or witnessed cyberbullying and note it in their SPHE Journals.

Lesson 3 Cyberbullying - Posting Inappropriate Photos

Activity/Tasks: 3rd class period

The Watchyourspace.ie poster **'Think before you upload'** will be used as a discussion starter in regard to posting inappropriate photos online and the issue of information and communication privacy. Small group discussions will be followed by whole class feedback and discussion. The discussion will have links to CSPE, data protection and civil liberties. Personal learning will be recorded in SPHE Journals.

Pupils need to know that they should take responsibility for their own actions online and know where to get help if they experience problems when using the Internet and other technologies.

Methodology

Recap on previous classes

Teacher displays the Watchyourspace.ie poster **'Think before you upload'**, or the website: www.watchyourspace.ie as a stimulus to discussing the posting or uploading of photos online.

Stage 1

In groups of four students are invited to consider the following questions:

1. How would you feel if a photo of you, like any of these photos, was posted on the web without your permission?

2. How might posting such photos be used to hurt and embarrass a person?

3. Does anyone have the right to take a photo of you and post it to the Web without your permission?

4. What are your rights in regard to information and communication privacy?

5. What are Civil Liberties? What rights do we all have under the Data Protection Act?

The teacher may like to consult with the CSPE Department in school prior to this lesson and view these sites for further information:

Office of the Data Protection Commission: www.dataprotection.ie/teens. Their new CSPE teaching resource on privacy, rights & responsibilities and technology called: Sign Up, Log In, Opt Out: Protecting your Privacy & Controlling your Data is easy to view and download.

Ombudsman for Children's Office: www.oco.ie

Irish Council for Civil Liberties: www.iccl.ie

Feedback is taken from each group and key points of the discussion are recorded on the board.

Stage 2

Returning to their groups of four, students are invited to consider the following questions:

1. What examples of inappropriate photos have the students seen in social networking photo galleries?

2. What might be some of the possible longer term consequences if you post inappropriate photos of yourself?

3. Are you anonymous online? What's an I.P. address? What's an online data trail? Can the Gardaí obtain this and track information to investigate bullying or offensive material online?

4. What are your responsibilities in regard to the privacy of others online? Could the taking and

posting of photos of others without their knowledge or permission be a form of bullying? Could it be illegal?

5. What can one do if one sees an inappropriate photo online of a) yourself b) a person you know?

Feedback is taken from each group and key points of the discussion are recorded on the board.

Teacher collates students' advice, hints and tips to taking appropriate action upon finding inappropriate personal photos online. Teacher sends students to www.watchyourspace.ie for further advice and support if required.

Note: The teacher needs to ensure that feedback from these questions is general and should not in any way become personal or become an opportunity for people to name or shame others.

An A3 Poster 'Think before you Upload' can be found in the back cover pocket

Assessment/Evaluation

Students record their new, personal learning about the posting or uploading of photos in their SPHE Journal

Students identify one action they could take if they come across inappropriate personal photos online.

Possible Extension Activities

The students working in four groups could each take one of the 4 Characteristics of Digital Media below and create a poster using paper, presentation or other software. The 4 posters could then be gathered together and presented with the slogan:

Remember: Think before you click or post

The 4 Characteristics of Digital Media -

1. It's searchable: Anyone, anytime, anywhere can find it.

2. It's forever: Anyone (even Gran and Grandad) can find it today, tomorrow, 30 years from now.

3. It's copyable: once they find it they can copy it, share it and change it.

4. It has a global invisible audience: You can't tell who is sharing your pages. Even if your page is private you have no control over what 'friends' will do with it.

From *Integrating Internet Safety into Teaching + Learning*, NCTE Teachers' Course 2007

Teacher Resource Notes & Background Information: Cyberbullying

- **Chat/Text translators**
  Teachers may like to visit either of these Text (SMS) and Chat translation online sites before the class or note their URLs for future use:
  www.transl8it.com/cgi-win/index.pl
  www.netlingo.com/inframes.cfm

- **Anti-bullying videos**
  Running a search on **YouTube.com** for **'AD COUNCIL Cyberbullying-Talent Show'** could be a useful starting point for teachers. (The other **US AD COUNCIL** videos in their 'Think before you post' campaign are good resources also.)

- **YouTube.com**
  In collaboration with Beatbullying.org has set up an anti-bullying site: www.youtube.com/user/beatbullying

- The Department of Education & Science publication *'Guidelines for Countering Bullying Behaviour'* for Primary and Post Primary schools is available at: www.education.ie

What is Cyberbullying?

Adapted from Nancy Willard's 'Educator's Guide to Cyberbullying and Cyberthreats' http://cyberbully.org © 2005-07

Cyberbullies use the Internet or mobile phones to send hurtful messages or post information to damage people's reputation and friendships. Cyberbullying is similar to other types of bullying, except it takes place online and through text messages sent to mobile phones. Cyberbullies can be classmates, online acquaintances, and even anonymous users, but most often they do know their victims.

Some examples of ways teenagers bully online are:

- Sending someone mean or threatening emails, instant messages, or text messages.

- Excluding someone from an instant messenger friends/buddy list or blocking their email for no reason.

- Tricking someone into revealing personal or embarrassing information and sending it to others.

- Breaking into someone's email or instant message account to send cruel or untrue messages while posing as that person.

- Creating websites to make fun of another person such as a classmate or teacher.

- Using websites to rate peers as prettiest, ugliest, etc.

Both boys and girls sometimes bully online and just as in face-to-face bullying, tend to do so in different ways.

Boys more commonly bully by sending messages of a sexual nature or by threatening to fight or hurt someone. Girls more often bully by spreading rumours, sending messages that make fun of someone or exclude others. They also tell secrets.

Different types of Cyberbullying

Some examples of different types of cyberbullying:

- Repeatedly sending hurtful, insulting and nasty messages to another.
  e.g. Anne was being bullied by another student in her class, she checked her mobile when she came home from school to find 30 hurtful messages, some from total strangers.

- "Dissing" someone online. Sending or posting rumours or gossip about someone to damage his or her reputation or friendships.
  e.g. A group of girls created a 'We Hate John' website where they posted rumours, spiteful comments, cartoons, and gossip etc, all dissing John.

- Pretending to be someone else and sending or posting material intended to get that person in trouble, or to damage that person's reputation or friendships.
  e.g. Joan looked over Emma's shoulder as she logged on to her website and discovered her password. Later Joan logged on to Emma's site and sends a mean message to Emma's boyfriend, Paul.

- Sharing another person's secrets or embarrassing information or images online
  e.g. Using his mobile phone, George took a picture of Shane while Shane was changing after P.E. in the school locker room. Within a short time the picture had been sent to several phones in the school.

- Tricking someone into revealing secrets or embarrassing information, then sharing it online.
  e.g. Katie sent a message to Maria, pretending to be her friend and asking rather personal questions to which Maria responded honestly, sharing some personal information. Katie forwarded the responses to others with the comment, 'Maria is a loser.'

- Someone is deliberately and cruelly excluded from an online group.
  e.g. Natalie tries hard to be included in a group of girls in school. She recently got on the wrong side of the leader of the group. Now Natalie has been blocked from the friendship links of the other girls in the group.

- Repeated, intense harassment and denigration that includes threats or creates significant fear.
  e.g. When Jackie broke up with Paul, he sent her many angry, threatening, pleading messages. He spread hurtful rumours about her to her friends and posted online an inappropriate photograph of her (which she had given him when they were together), along with her email address and mobile phone number.

Why might young people cyberbully others?

Here are some responses to that question, given by young people:

- Many don't think it is a big deal; it can be the result of not thinking and sending something as a joke which may be deeply upsetting to the recipient. They think it is funny, they are only 'messing' or joking they say.
- They have a lack of awareness or don't think about the consequences, they may say something hurtful about another pupil that they don't expect to be forwarded or viewed outside their immediate group.
- Encouraged to do so by friends
- Think that everybody cyberbullies
- Think that they won't get caught,
- It is an anonymous way of 'getting at' someone
- Jealousy / Resentment / Revenge
- To be part of the group
- Being dared by others to do so

The effects of Cyberbullying

Victims of cyberbullying may experience many of the same effects as children who are bullied in person, such as a drop in marks or grades, low self-esteem, a change in interests, or depression. However cyberbullying can seem more extreme to its victims because of several factors.

Cyberbullying

Occurs in the child's home and personal space day or night: Being bullied at home can take away the place children feel most safe.

Can be harsher: Often teens say things online that they wouldn't say in person, mainly because they can't see the other person's reaction.

Far-reaching: Teenagers can send emails making fun of someone to their entire class or school with a few clicks, or post them on a website for the whole world to see, forever. The worry of content resurfacing can make it difficult for a child to cope with online bullying.

Anonymity: Cyberbullies often hide behind screen names and email addresses that don't identify who they are. Not knowing who is responsible for bullying messages can add to a victim's insecurity.

May seem inescapable: It may seem easy to an adult how to get away from a cyberbully- just get offline- but for some teenagers not going online takes away one of the major places they socialise.

Children who are cyberbullied report feeling angry, hurt, embarrassed or scared. These reactions can cause the victims to react in such ways as:

- Seeking revenge on the bully
- Avoiding friends and activities
- Cyberbullying back

What to do if you are cyberbullied?

- Tell your parents or a trusted adult.
- Do not retaliate. This only feeds into the cyberbully and could make other people think you are part of the problem.
- Try to ignore the cyberbully.
- Block the bully from your site.
- Save the evidence. Keep a record of every message but do not reply to any bullying messages.
- Show or give the record of the bullying messages to your parents

If the cyberbullying persists and gets worse, your parent or a trusted adult can:

- File a complaint with the website, ISP, or mobile phone company. There is generally a link on the website's home page for reporting concerns.
- Contact the Gardaí if the cyberbullying includes any threats.

Responding to Cyberbullying

The School

Schools already deal with bullying through their anti-bullying policies and procedures, they can respond to cyberbullying in the following ways:

- Supporting the person being bullied. Offer support and reassurance; tell the child that he/she has done the right thing in telling. Refer to any pastoral support or procedures in the school. Inform parents.
- Help the child to keep relevant evidence for investigation by taking screen shots or printing webpages and by not deleting mobile messages. Show the child how to prevent it happening again by-
  - changing password and contact details, blocking contacts, reporting abuse on site.
  - ensure that the child knows not to retaliate or return the message.
  - encourage the child to keep personal information private online.

Investigating incidents

- Investigate and record all bullying incidents. If the person responsible for the content is known, ask them to remove it.
- Try and keep a record of the bullying as evidence.
- Report the abuse to the social networking site; block the sender on a mobile phone.
- Use the guidelines of the school's Acceptable Use Policy, Anti-Bullying Policy and Behaviour and Discipline Policy to determine the actions and sanctions that are appropriate.

Social, Personal & Health Education SUPPORT SERVICE post primary

Peers and Friends

Encourage the child who is being bullied to:

- Get help from parents, from the school counsellor, principal, or a teacher they can talk to at school.

Support the child who is being bullied:

- Bystanders and witnesses can comfort the victim and support them. Speaking up in a calm supportive way, but *not* retaliating online, will let the bullies know that their behaviour is being noted and not condoned.

- Bystanders can speak up to a trusted adult, telling a teacher in school if a classmate is being bullied online in a school related site.

Bystanders have a critical role to play in creating an anti-bullying environment. In a social networking website linked to a school this is an important role fellow students, especially older students can play. Teachers can acknowledge the power of the bystander and encourage them to report an incident of bullying. Bystanders need to understand that by observing the bullying and not taking action they are condoning the bullies' behaviour.

Preventing Cyberbullying in your school

The best way to prevent cyberbullying is to treat it as a whole school community issue and another form of bullying within the school's anti-bullying policies and procedures. We teach students that bullying is wrong. We should help them understand that cyberbullying is hurtful and wrong and to always treat others on and offline with the respect we would like from others.

- Inform and educate students and parents of the school's Acceptable Use Policies (AUPs) and the sanctions for the misuse of ICTs to cause hurt and distress to other students.

- Teach students that they have rights *and* responsibilities online.

- Teach students that the Internet is not a private place and they should guard their private information online.

- Promote the positive use of technology, discuss netiquette, personal safety issues and digital literacy.

- Encourage a 'telling' atmosphere, make reporting of cyberbulllying easier. Provide and publicise different ways of reporting cyberbullying in the school.

- Review anti-bullying policies, keep them up-to-date. Promote anti-bullying (including cyberbullying) awareness days and events.

- Encourage students to make friends and promote positive well being and a supportive atmosphere in the school

Advice for Students - ways of avoiding Cyberbullying

- Treat others that you meet online with the same respect that you would like to be given and the same respect that you give others when you meet them in person

- Don't give out private information such as passwords, pin numbers, addresses, phone numbers, or personal details. Don't even reveal your password to your friends. Personal and private information should be kept private as unfortunately it can be misused by bullies and other harmful people on the Internet.

- Think before you post personal pictures online, it's online forever, so be sure that you would be comfortable with your parents, grandparents, teacher or anybody seeing it, this week, next year or in 30 years time.

- Don't post pictures of others without their permission or give out their e-mail addresses or mobile phone numbers to people you meet on the Internet.

- Don't say or post anything that might cause you embarrassment in the future or which could be used by a bully to embarrass you online. As a general rule, if you wouldn't say it to your gran or granddad, don't say it online.

- If you use instant messaging, don't accept messages from people you don't know, don't add people to your buddy list unless you know them personally.

- Don't send a message when you are angry—it's hard to undo things that are said in anger.

- Do delete messages from people you don't know, or those from people who seem angry or mean.

- Learn to recognise the signs. When something doesn't seem right, it probably isn't. Never hop on the band-wagon or join in with bullying behaviour.

- Understand that by doing nothing about bullying that you witness you are condoning bullying behaviour. Take action, tell an adult.

- Learn how to block and report certain people in chat rooms and also how to save or print a copy of a conversation in case your parents need to report it.

- Realise that online conversations are not private. Others can copy, print and share any comments or pictures you post.

Be careful online!

Asking for Help
On My Own Two Feet

Year: 2nd or 3rd   **Subject:** SPHE   **Subject Links:** ICT   **Duration:** 3 class periods

Topic Overview

These lessons are taken from 'On my Own Two Feet'. 'Assertive Communication Handbook Lesson 10' has been updated to include current contact details for relevant helping agencies.

The core concept of the lesson is that everyone has the right to ask for help without feeling guilty and without feeling disloyal. The helping agencies websites are distributed to students to allow them to make contact with such agencies.

SPHE Curriculum Mapping

Module
Personal Safety

Topic
Help Agencies

Aims

- To provide students with knowledge of the available helping agencies

- That students will explore and reflect on the skills necessary to enable them to make contact with such agencies

Learning Outcomes
After completing this lesson the student should:

- be able to identify the appropriate helping agency for a diverse range of situations.

- have developed their skills to enable them to make contact with such agencies.

ICT Framework Links: Level 3

- demonstrate an awareness of and comply with responsible and ethical use of ICT.

- effectively research, access and retrieve information.

- evaluate, organise and synthesise information.

Materials/Resources

Lesson 1

1. Copies of Handout
   'I Just Don't Know What To Do'

2. Copies of Handout
   Helping Agencies ~ some examples

3. The ICT Room and the Internet to allow students access the Helping Agencies websites and to research support sites.

Lesson 2

1. Copies of Handout –
   Helping Agencies ~ some examples

2. The ICT Room and the Internet to allow students access the Helping Agencies websites and to research support sites.

Lesson 3

1. Copies of 'Situations'

2. Poster paper and markers

Relevant Websites

www.webwise.ie/LearningResources
www.watchyourspace.ie

Some SPHE teachers may like to work with the students' ICT teacher when preparing to deliver these lessons.

Further Resources

- Glossary of Internet Terms

- Webwise 'Internet Safety Pack for Schools'

Lesson 1 Asking for Help

Activity/Tasks

Young people have a right to feel safe and secure. If they are experiencing a problem they have a right to ask for help and to keep on doing so until they get the response they need. This first lesson looks at some of the problems with which young people may need help and some of the people and agencies to whom they can go for that help.

Methodology

A.   **Divide the class into groups of 4 or 5.**
     Present Handout - 'I Just Don't Know What To Do'.
     Invite the groups to discuss the questions on the handout. Take feedback on each of the questions posed. Acknowledge that we all experience problems and difficulties throughout our lives and often need to seek help

B.   **They return to their groups and list the agencies/people/services, both locally and nationally, of which they are aware who help people with problems. It may help if they think of anyone they know who ever got help with a problem from any person or agency. Feedback is taken and the teacher lists all suggestions on the board.**

C.   **Distribute Handout – Helping Agencies. Web addresses are given on the handout and Helpline telephone numbers. Ask students to complete the Handout for Homework by filling in the missing voluntary and statutory agencies phone numbers. They will find the relevant phone numbers when they access the helping agencies websites. Alternatively the class could do this online in the school's ICT room at this time.**

Assessment/Evaluation

Students retain a copy of Helping Agencies ~ some examples handout. At home they fill in the phone numbers of the helping agencies for the next class which will take place in the ICT Room.

Lesson 2 Asking for Help

Activity/Tasks

In this class students in pairs in the ICT Room are going to research online one particular helping agency and present their findings to the whole class.

Materials/Resources

Copies of Handout – Helping Agencies ~ some examples

The ICT Room and the Internet to allow students access the Helping Agencies websites and to research support sites.

Methodology

Each pair of students selects one of the Helping Agencies support websites and researches it, taking notes and then preparing and delivering a 2 minute presentation on the Helping Agency to the other students.

Assessment/Evaluation

Each student's notes and presentation material will be retained in his/her SPHE Journal.

Possible Extension Material

If time allows students could explore the 'Useful Web Addresses' named on Helping Agencies ~ some examples Handout

///

Lesson 3 Asking for Help

Activity/Tasks

Students are going to brainstorm the issues and problems about which young people might contact a professional helping agency. If they have difficulty they could use those provided on the 'Situations' sheet.

Materials/Resources

Copies of 'Situations'

Methodology

Stage 1
Role play making contact with an agency. Divide the students into small groups and give each group a problem situation. Get each group to prepare a script for role playing the initial contact with the agency, and what follows. Group presents role play.

Stage 2
After each group has presented the role play, put the following questions for discussion:

- **Why are people sometimes slow to ask for help?**
- **How did the person with the problem feel making the initial contact?**
- **Could the person have made it easier for her/himself? If so, how?**
- **Do you think this is a realistic role play with regard to how an agency would respond to a person with a problem?**

Mention the supportive approach used by helping agencies when dealing with people, e.g. they would welcome you, listen carefully and offer support and advice.

Raise the question
If you're not happy with the first response you get what would you do then?
Emphasise the need to try someone else, not to give up.

Additional suggestion:

Guest speakers from various agencies e.g. Al Anon.,The Samaritans could address the group. Guidelines for 'Visitors to the classroom' should be followed in the event of guest speakers being invited to address the group.

Social, Personal &
Health Education
SUPPORT SERVICE
post primary

Worksheet
Asking for Help
"I just don't know what to do"
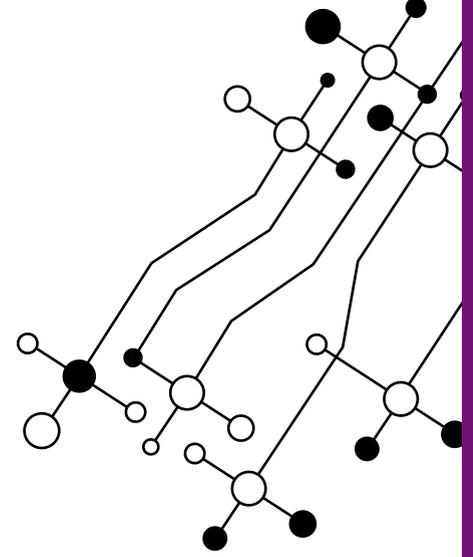
Imagine you are talking with this person and he has to make an important decision.

1. **What might the problem be?**

2. **Describe the kind of situations or problems your friends might have difficulty in deciding what to do?**

3. **How would you help this boy choose what to do?**

4. **How might he react to a friend's suggestions?**

5. **What would you do to make it easy for him to decide on what is best?**

6. **Some problems cannot be solved. Can you think of examples?**

7. **Do you know of any agencies that help people with problems?**
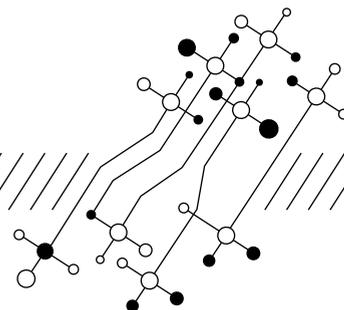
Worksheet
Helping Agencies
Some Examples
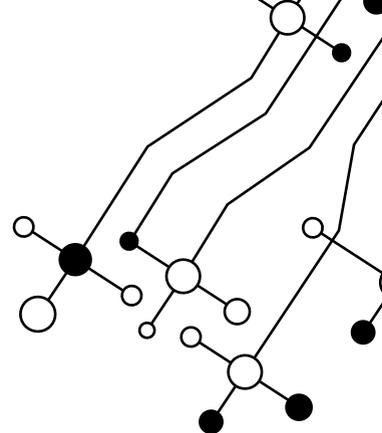
Alcoholics Anonymous
Santry Business Park
Swords Road
Dublin 9
www.alcoholicsanonymous.ie
Tel: ....

Alateen
Al-Anon Info Centre
Capel Street
Dublin 1
www.al-anon.alateen.org
Tel: ....

Aware
Helping to Defeat Depression
www.aware.ie
Helpline: 1890 303 302

Bodywhys
The Eating Disorders Association
PO Box 105
Blackrock
Co Dublin
www.bodywhys.ie
Tel: ....

CARI, Child Protection
www.cari.ie
Helpline: 1890-924 567

Childline
ISPCC Head Office
29 Lower Baggot Street,
Dublin 2
www.childline.ie
Helpline: 1800-666 666

Crisis Pregnancy
Unplanned pregnancy advice
www.positiveoptions.ie
Freetext: 'list' to 50444

Drugs Awareness
Information and advice
www.dap.ie

The Drugs/HIV Helpline
Helpline: 1800-459 459.

Headsup Text
An automated 24-hour text service for young people which
provides a list of helpline numbers and their opening hours
Freetext: 'headsup' to 50424

Hotline.ie
Reporting illegal web content
Sandyford Office Park
Dublin 18
www.hotline.ie
Tel: ....

National Office for Suicide Prevention
www.nosp.ie

Watchyourspace.ie
Social Networking advice for teens
www.watchyourspace.ie

Rape Crisis Centre
ww.drcc.ie
Helpline: 1800-778 888

Samaritans
112 Marlborough Street
Dublin 1
www.samaritans.org
Helpline: 1850-609 090

STIs/HIV Clinics
Irish Family Planning Association
List of nationwide clinics
www.ifpa.ie/sti/clinics

Useful web addresses
www.youthinformation.ie
www.spunout.ie

webwise.ie
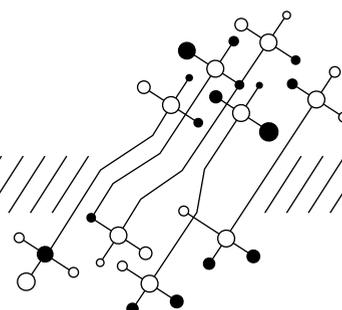
Worksheet

Asking For Help
Situations

The teacher may choose to use alternative examples, relevant to their particular cohort of students.

✂ ....

Situation 1
My mum has a drinking problem – this results in rows and violence in our home.

Possible helpers
Parents, Al Anon, School Counsellor, Tutor, Home Liaison Teacher, Chaplain, Childline

✂ ....

Situation 2
My pregnancy test is positive. I am terribly worried. My parents will kill me. What will I do?

Possible helpers
Parents, Positive Options, Well Woman Centre, School Counsellor, Doctor, Tutor.

✂ ....

Situation 3
I feel so overweight. I diet and diet but I still feel fat and ugly. Food makes me sick now. People are always hassling me to eat – they won't leave me alone. I feel totally depressed.

Possible helpers
Parents, Doctor, School Counsellor, Bodywhys

✂ ....

Situation 4
When I broke up with Paul he sent me angry threatening texts and posted hurtful comments on my webpage. Then he posted a photo of me on the beach along with my email address and phone number on a sex site. What am I going to do? My parents will die when they find out.

Possible helpers
Parents, Gardaí, Data Protection Agency, Watchyourspace.ie, Childline Online

✂ ....

Situation 5
Recently I was suspended from school. Ever since that I haven't got on with my parents. It has got to the point that I don't talk to them at all. I ignore them totally. A few days ago it was my birthday and my mother didn't even give me a card or a present. Since then I have felt like a failure. I have asked myself what is the use of being on earth. I could never commit suicide. It has not got to that but I feel like a failure. I don't know what to do. This morning my mother said that I should find somewhere else to live. I have confided in a friend but told him not to tell anyone.

Possible helpers
Parents, The Samaritans, Childline, Aware, School Counsellor, Doctor, Tutor,
National Office for Suicide Prevention.ie

webwise.ie

Internet Decisions

Year: 2nd or 3rd **Subject:** SPHE **Subject Links:** ICT **Duration:** 3 class periods

Topic Overview:

These lessons are designed to help students develop critical awareness in regard to the Internet and enable students identify situations in which their safety might be compromised; they are accompanied by Teacher Resource Notes & Background Information.

Curriculum Mapping

Module
Personal Safety / Influences and Decisions

Topic
Looking after myself / Making a good decision

Aims

- **To help students become aware of the importance of thinking ahead in making good decisions.**
- **To help students recognize situations in which their personal safety might be threatened.**
- **To explore with the students procedures for protecting their personal safety and security when online**

Learning Outcomes
After completing this lesson the student should:

- **be aware of the importance of thinking ahead in making good decisions.**
- **be able to gather, collate and evaluate information to aid decision making.**
- **have developed their skills in ways of keeping safe when using ICT.**

ICT Framework Links: Level 3

- **demonstrate an awareness of and comply with responsible and ethical use of ICT**
- **discuss and demonstrate appropriate care when using social networking websites.**
- **effectively research, access and retrieve information.**
- **evaluate, organise and synthesise information.**
- **express creativity and construct new knowledge and artefacts.**

Materials/Resources

SPHE teachers may like to liaise with the ICT teacher when preparing to deliver these lessons.

Lesson 1
The ICT Room using Word Processing or Spreadsheet packages and printer.
Teacher Resource Notes & Background Information

Lesson 2
6 large sheets of chart paper.
Teacher Resource Notes & Background Information

Lesson 3
The ICT Room using a Desktop Publishing package and or Presentation software and a printer.

Relevant Websites

www.webwise.ie/LearningResources
www.watchyourspace.ie

Further Resources

- **Glossary of Internet Terms**
- **Webwise 'Internet Safety Pack for Schools'**

Differentiated Learning Resource

- **Surfwise Learning Module activities:**
  www.webwise.ie/LearningResources

Social, Personal & Health Education SUPPORT SERVICE post primary

Lesson 1 Internet Decisions

Activity/Tasks

Students design and create a survey entitled: 'Our Favourite Sites'

The objective is to collect data on –

- **their favourite websites;**
- **the type of sites they visit most frequently;**
- **the time they spend online;**
- **their knowledge and awareness of Internet safety measures.**

Methodology

Ask the students to design and create a survey entitled: 'Our Favourite Sites'

(The survey could be designed using a word processing package and the results collated and presented in a spreadsheet package.)

The class will be divided into sub-groups who become Editorial Team: Designer Team: Collator Team.

When the Editorial Team has decided on the information to be surveyed, the Design Team lay-out the survey and print off sufficient copies for the class, or indeed other class groups in the school. The Collator Team will crunch the numbers and prepare to present findings in the next class period.

Assessment/Evaluation

- **The sub-groups of students will work together out of class time to complete the Survey, collate the data and prepare to distribute it in the next class period.**
- **Each student will record in their journals two ways in which they can protect their own safety while on the Internet.**

//

Lesson 2 Internet Decisions

Activity/Tasks

The results of the Survey are displayed or distributed. The class is divided into 6 groups in order to discuss findings and consider the benefits and dangers of the Internet.

Methodology

Stage 1

While considering the Survey findings 3 of the groups are given a large sheet of paper with the heading 'Benefits of Internet Use', the other 3 groups are given similar sheets but with the heading 'Dangers of Internet Use'.

Each group is asked to write as many points as they can under the heading they have. After 5 minutes switch the sheets so that each group has the opposite heading. Allow a further 5 minutes.

Stage 2

The Teacher posts the 'Benefits' pages to the left of the board and the 'Dangers' pages to the right and invites feedback and discussion.

Assessment/Evaluation

Student record in their SPHE Journals what for them is

a) the greatest benefit

and

b) the greatest danger of the Internet

///

Lesson 3 Internet Decisions

Activity/Tasks

Each of the 6 groups from the previous class will design and create a leaflet or slideshow entitled: 'Making the Most of the Internet'

Methodology

In the ICT Room the class returns to their groups. Each group discusses and plans its product – a document entitled: 'Making the Most of the Internet'. This could take the form of a poster, a leaflet, a guidesheet or a slide show depending on the group's wishes. They then set about creating it and print off or display their work to the class.

Assessment/Evaluation

Each group's product can be presented to the class and displayed in the classroom or the ICT Room.

Note: The display could become part of an Internet Safety Theme Wall in a public area of the school for Safer Internet Day in February.

Teacher Resource Notes & Background Information

Survey Preparation

Suggestions for survey question areas:

- Favourite sites could be divided into categories: social networking sites; music sites; video sites; games sites; homework sites; messaging sites; entertainment sites; sports sites; buying & selling sites, download sites; research sites...

- Time online could be surveyed, week-day time and weekend time online could be compared.

- Personal safety issues and security awareness could be explored in the survey questions.

Personal Safety 'Chat' Issues

Social Networking – Chatroom Advice for teens

1. **Think before you post, once it's online it's there forever.**

2. **Would you be embarrassed if your parents or grandparents saw this? Then don't post it.**

3. **Would you use the language of this posting in a personal face-to-face chat?**

4. **Always be careful about telling other people personal things (e.g. email address and passwords), never tell these things to people you do not know.**

5. **Use a screen name or pseudonym and choose with care what to share or not, in online profiles. Remember photographs can be manipulated and their content can attract the wrong kind of attention.**

6. **Use the privacy and restriction tools offered within the system – password protecting an account or blog if possible.**

7. **Learn how to block and report people that you see being abusive online.**

8. **Never reply to or get into an argument with a cyberbully**

9. **Always tell someone if someone is cyberbullying you.**

10. **Remember to show the respect you expect from others to all your online 'friends'. Never ridicule, threaten or post rude and abusive comments online.**

From *Integrating Internet Safety into Teaching + Learning*, NCTE Teachers' Course 2007

Security Awareness Issues

Do you know how to virus check discs, files, emails?

Do you know how to deal with spam / email attachments / malware / spyware?

//:SAFER INTERNET THEME DAY PROJECT://

A Theme Day or Week, where a topic is developed throughout the whole school for a number of days can add an enjoyable dimension to SPHE

ADVANTAGES

- It highlights an important topic.

- It brings a whole school focus on an issue.

- It allows for a cross-curricular approach.

- It provides a forum for school, community and voluntary bodies to work together.

- It facilitates different types of learning to occur.

HOW TO...

- Start to plan well in advance of the date - 4 to 6 weeks is wise.

- Involve as many subjects, students, staff and other members of the school and local community as possible.

- Remember the **Three Golden Rules** of 'event management' - Delegate; Delegate; Delegate!

www.watchyourspace.ie

www.webwise.ie

www.webwise.ie/ LearningResources

IDEAS FOR THE WHOLE SCHOOL

- Lunch times sessions in the computer room given by students on cybersafety.

- Art, metalwork or woodwork classes might work on a sculpture that symbolises Internet Safety.

- **//school_tube//** short video competition on Internet Safety.

- **Poster competition** positive uses of the Internet - best posted to school's website.

- Design a logo or slogan for **Safer Internet Day** next February.

Social, Personal & Health Education
SUPPORT SERVICE
post primary

AN ROINN OIDEACHAIS AGUS EOLAÍOCHTA | DEPARTMENT OF EDUCATION AND SCIENCE

National Centre for Technology in Education
Ionad Náisiúnta don Teicneolaíocht san Oideachas

webwise.ie

Glossary of Internet Terms

Acceptable Use Policy (AUP)

A written agreement that a user must agree to in order to gain access to the school's network. It may also cover how other communications devices, such as mobile phones and digital cameras and devices can be used on the school premises. Generally an AUP is signed by students, their parents and their teachers and it outlines the terms and conditions of acceptable use of ICTs.

Adware

Software with advertising functions integrated into or bundled with a program.

Anti virus software

A software program that can be installed to scan and protect files from computer viruses.

Bebo

Bebo is an online community where friends can post pictures, write blogs and send messages to one another. Each member has their own personal page, on which they can tell the world about their likes and dislikes, their favourite films and music and post up photos of their lives. In Ireland Bebo links people together through schools and colleges.

Blog

A blog, short for web log, is an online diary or journal. Readers can often subscribe using RSS (see below) and receive new content as it is posted and published by the blogger. Blogs are primarily text based although many use photographs, videos or audio.

Bluetooth

This is an ICT industry standard which allows mobile phones, computers and digital devices to connect using a short-range wireless connection

Broadband

A fast 'always-on' Internet connection

Chatroom

An area on the Internet where one or more persons can communicate in real time, that is when you type in a line of conversation the other person can see it immediately and can reply straight away.

Comments

The Comments section of Bebo users' sites is the most popular section where one's friends can leave messages and chat in real time.

Cookie

A piece of information or message sent by a web server/website to a web browser in order to gather data on how a user uses a website. Depending on the type of cookie used, and the browser's settings, the browser may accept or reject the cookie. Cookies may contain information such as user preferences, registration or login details relevant to a particular website.

Creative Commons (CC)

A copyright licensing system developed at Stanford University which allows a content creator to decide how published work may be used, copied, modified and distributed. It is one of the new licensing systems now growing in popularity allowing for easy sharing and adapting of work on the Internet.

Cyberbullying

This is bullying which is carried out through an Internet service such as email, chat room, instant messaging. It can also include bullying through mobile phone technologies such as short messaging service (SMS).

Filtering software

A program developed to sort and block access to undesirable material on the Internet. Normally operates using a list of banned sites and approved sites which has been compiled by the software company.

Firewalls

Hardware or software systems that prevent unauthorised access to or from a private network.

Flame

(verb) To pass a derogatory comment in an online conversation.

Flash Box

An area on a Bebo site where one can display a video for others to watch. The video may be made by oneself or uploaded from another site such as YouTube

Happy Slapping

This misnamed term is used to describe when an unsuspecting victim is attacked while an accomplice records the attack, usually by mobile phone. Video clips of such attacks are sometimes posted to the Internet

Identity Theft

Identity theft occurs when somebody steals your name and other personal information for fraudulent purposes.

Instant Messaging (IM)

A communication tool that enables you to create a private chat room with another person. Typically, the instant messaging method notifies you whenever somebody on your private list is online. A chat session with that particular individual can then be initiated through text, voice or video chat.

Internet Protocol (IP) Address

A unique identifier for a computer or other device on a TCP/IP network.

LAN

A local area network (LAN) is a computer network in a limited area such as a school.

Link

A link, weblink or hyperlink is a navigation element on a webpage or file that allows the user navigate around the world wide web.

Malware

Malware is software designed to infiltrate or damage a computer system without the owner's informed consent. The term is derived from the words malicious and software. The expression is a general term used by computer professionals to mean a variety of forms of hostile, intrusive, or annoying software or program code.

MMS (Multimedia Messaging Service)

This service facilitates the sending and receiving of messages comprised of text, image, video and sound to and from mobile phone handsets or computers.

MoBlog

A blog posted to the Internet from a mobile device.

Netiquette

Netiquette is derived from the two words Internet and etiquette. Netiquette describes how one should act online especially in email and chat rooms.

Other half

One can add one special friend as an 'other half' of you on your social networking homepage

Phishing

Phishing is the practice whereby a fraudster, pretending to be from a legitimate organisation, sends misleading emails to request personal and financial details from unsuspecting people.

Photo Galleries

The area on a social networking site where the user can upload or post their digital photos.

Podcasts

A digital media file distributed over the Internet.

Pop-ups

Pop-ups are small windows that appear in the foreground of an Internet browser. Pop-ups are often used to display advertising or unwanted content on the screen. Some pop-ups however may have a practical purpose.

Profile

This is the information about yourself which you write and place up on your social networking homepage, it contains your likes and dislikes and your personal interests. Some users refer to their Bebo space as their Bebo profile.

RIP

To rip is to copy digital work, e.g. CD audio or DVD video to a computer hard disk.

RSS Feed

Really Simple Syndication feeds are free content feeds from web sites that contain news articles or blog postings. Users who subscribe by RSS feed can have any new content automatically 'pushed' to them.

Share the luv

On Bebo you can send and receive 'love' in comment form. The amount of love one receives is shown on one's Homepage

Skin

This is the style of background of your homepage, made by you or selected from readymade templates.

Skype

This is a computer program that can be used to make free voice calls over the Internet to anyone else who is also using Skype. It's free and considered easy to download and use, and works with most computers.

Social Networking

Online communities where one can connect, communicate and collaborate with others on the Internet. Social networking sites can provide an outlet for creativity and expression, they develop from an initial set of members who send out messages inviting their friends to join the site. Networks tend to be organised around shared common interests, the Bebo network is organised around schools and colleges. Care should be taken by students when disclosing personal information on social networking websites.

Social TV

TV-style content is widely available on social network sites such as MySpace, Bebo and YouTube and it generally falls into one of three types: user-generated content, existing broadcast TV content, or brand content created for advertisers. Bebo is developing a portfolio of video-based, original TV – style content with advertising embedded within it. Each "programme" is viewed via its own profile page on Bebo - and sometimes on MySpace and YouTube. Events unfold in real time via daily video episodes; characters' own Bebo profile page postings; and direct interaction with the audience via comments posted to the site.

Spam

Junk mail that shows up in email boxes or on newsgroups, generally advertising a product, some may contain malicious material.

Spyware

Spyware is computer software that collects personal information about users without their informed consent.

Thumbnails

Thumbnails are reduced images or pictures which when clicked open multiple pages or a social networking homepage or profile.

Top 16

On Bebo one can post a list of one's top 16 friends. Their information (names and profiles) will be seen on your profile.

URL

A Universal Resource Locator (URL) is a unique reference to identify the location of Internet resources on the world wide web, sometimes called a web address.

Virus

This is a malicious piece of software that can do great damage to a personal computer. One should always have up to date anti virus software and virus check attachments before opening.

Web cams

These are small digital cameras that can be connected to a PC

Whiteboard

An area on a social networking site where people can send and receive drawings and comments.

Widget

An easy to use application which may be free or may occur a fee. e.g. on Bebo a Flash Box Widget allows users to make a slide show of his/her own photos on their site for free while the Mobile Widget is a premium subscription paid-for service where friends can send you video or voice mail messages to your webpage or a text message to your mobile.

Wi-Fi

Short for **wi**reless **fi**delity and is meant to be used generically when referring to any type of wireless network

Wikipedia

A collaboratively edited free online encyclopedia which can be added to and edited by any user.

YouTube

YouTube is a popular free video sharing web site to which users upload, view and share video clips.

NOTES

NOTES