

# Internet Decisions

**Year:** 2<sup>nd</sup> or 3<sup>rd</sup> **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](http://www.webwise.ie/LearningResources)  
[www.watchyourspace.ie](http://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](http://www.webwise.ie/LearningResources)



## 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

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## 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?