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| **Media and the Internet Lesson Plan** | Prevent |
| ***Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** ***Title of lesson: Internet/ Digital Awareness*** |
| ***Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_ KS4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_\_\_\_\_ Room \_\_\_\_\_\_\_\_\_\_\_\_\_ Ability \_\_\_\_\_\_\_\_\_\_\_ Number in class \_\_\_\_\_\_\_\_\_\_\_*** |
| **Class learning objectives to understand; (To be shared with class)**How the internet has impacted our livesHow much time we actually spend onlineMake a judgement on their personal interaction with the internet.Discuss the dangers the internet can present and ways of mitigating against them. | Learning activities: PRE LESSON HOMEWORK: before this session you may wish to distribute ‘My 24 hours of social media’

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| ***Episode*** | ***Learner activity*** | ***Teacher activity*** | ***Resources*** |
| Starter(5mins) | Introduce lesson objectives. Ask students to get into pairs and come up with 3 points on how the internet has changed society.  | Teacher to prepare a list of their own (e.g. a paperless society, information ‘finds’ you not the other way around, advertising e.t.c.) | Whiteboard |
| Introduction feedback(10mins)(20 mins) | Feedback answers about how internet has changed the society and see how many the class spotted in the clip.Risks: Introduce the idea of the dangers/ risks that come from the internet/ digital technology. Learners to participate in a risk awareness activity and get into five groups. | Facilitate feedback on starter activity on a board. Highlight that the internet presents many positive aspects, but can present dangers too.Teacher to brainstorm 2-3 risks and to focus on the risk of false information and identities. E.g. Chatting online is fun, but do you know who you're actually talking to? Who decides what goes online?Begin Part 1 activity. Allow discussion and ask groups to feedback to the class. See example answers on the page overleaf. | Set up 4-5 minute clip: [Social Media Revolution 2012](http://www.youtube.com/watch?v=dA5Fn_Q10Tk&feature=related) clip showing facts about the internetand social media. WhiteboardTeacher to have cut out theScenarios (page 5 in this pack)  |
| Development(20 mins) | Preventing risk:Ask students to work in groups to design 2-3 tips for different internet users using the same scenario.  | Begin Part 2 activity. Allow discussion and ask groups to feedback to the class. See example answers on the page overleaf. | Whiteboard |
| Plenary(10mins) | Ask students to write down one rule to share with the class on the whiteboard.  | Teacher to collate a list for the classroom.Pass out homework sheets (if not completed already). | Whiteboard. |

Assessment Identify the assessment mechanisms which will be used to assess whether learning outcomes have been met. Indicate whether assessment is summative or formative.

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| ***Teacher assessment*** | ***Self assessment*** | ***Peer/group assessment*** |
| Through questioning and feedback (formative) | ‘My 24 hours of social media’ |  |

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| **Learning outcomes**Must be linked to learning activities |
| **All****(a)** | Understand how the internet has changed our social, personal and learning activities. |
| **Most****(m)** | Monitor their use of technology and the internet over a 24 hour period.Explore attitudes about their own relationship with the internet |
| **Some****(s)** | Some will recognise that although there are positives in the internet, there are also dangers and will have considered wys to guard against these risks. |
| **Programme of Study:**ICT, Citizenship, SMSC, PSHE(E) or to use in Tutorials.  | **Homework**‘My 24 hours of social media’: Ask students to complete the worksheet (attached) in advance or after the class.  | **Learning resources** | **Curriculum links**Citizenship; 1. Rights and Responsibilities 2. Power, Politics and the Media & 3. The Global Community |
| ***Differentiation*** | G&T: Ask students to write down one or two facts they hear in the clip. | Extension q: Stimulate thought into what other digital and unknown technological changes we may see in the future and the resulting impact on society. |  |
| **Activity****PART 1) The Dangers of the Internet - an Awareness Building Activity: Scenario based group activity** You will be given a person in an envelope and a scenario. Your job in groups is to come up with 3-5 risks that the scenario presents and a safer online tip for the scenario. Perform one shared classroom example and then ask groups to feedback 3-5 points on their scenario. | 1) An elderly man asked to share his bank details online. (Fraud)2) Your class mate creating a ‘party on facebook’ (gatecrashers – being found out)3) A 9 year old chatting to a stranger on a social networking site. (Internet Grooming)4) A 15 year old being ‘groomed’ to enter an English Defence League Chatroom. (manipulation, forcing ideas)5) Chatting with an ‘expert’ online about the ‘true meaning’ of the Bible. (False information and identities, manipulation) | **PART 2) Extension activity: Raising assertiveness: Safer Internet use**Using the same scenario now come up with some advice that may help your person stay safe online.“Post only what you would feel comfortable with the whole world seeing.” | 1) (Internet Security Settings, Talking to their Bank, Not using a ‘shared computer’ for private us)2) (Being aware that you may invite unwelcome visitors, not publicising parties in case of criminal targeting the venue, only inviting your friends and keeping the event ‘private’)3) (Don’t talk with strangers online, parents to put in high security settings/ monitor their childs use)4) (Question people’s motives, think about your reputation, remember you are only hearing 1 side of the story)5) (Never give out personal details, question their ‘expertise’, talk to someone ‘offline’ about what you’ve been told’, generally avoid talking online and go and speak to someone trusted in your community if you want to find out more) |
| **Further resources**  | <https://www.thinkuknow.co.uk/teachers/resources/> | Tools to educate kids on their cyber footprint: <http://www.kidsmart.org.uk/digitalfootprints/> | Childnet - helping to make the internet a great and safe place for children. <http://www.childnet.com/resources>  |
| **Signposting**  | The recent ‘[Guidelines of Prosecuting Cases Involving Communications Sent Via Social Media,’](http://www.cps.gov.uk/legal/a_to_c/communications_sent_via_social_media/) were launched towards the end of June 2013 by the Crown Prosecution Service. | Smartphone Security advice by US Homeland Security for various Mobile operating systems<http://www.fcc.gov/smartphone-security>  |  |
| **Continued work:**  | - Safer Internet Day – February 5th For *TES subscribers:* [Primary assembly 2013](http://www.tes.co.uk/teaching-resource/Safer-Internet-Day-2013-Primary-Assembly-6311551/) and [Secondary assembly 2013](http://www.tes.co.uk/teaching-resource/Safer-Internet-Day-2013-Secondary-Assembly-6311554/) regarding the Safer Internet Day 2013. | Tasking KS4 students to visit other forms in the schools to deliver presentations that highlight how to keep safe on the internet. | Asking for class to make posters for their advice and place around the school. |

# 24 Hours Online

Task - For the next 24 hours, keep track of how much time you spend interacting with technology. This could include some or all of the following:

* 1. **Time spent on Facebook or other social networking sites**
	2. **Time spent following a sports team or fantasy team**
	3. **Time spent watching movies or TV shows online+**
	4. **Time spent creating, uploading and/or watching YouTube films**
	5. **Time spent in video games (online games or phone games)**
	6. **How many text messages you send/ receive**
	7. **Any interaction with technology**

| **TASK** | **TIME SPENT** |
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| **F** | **SENT:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**RECEIVED:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **G** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Consider these questions along with other observations:**

1. Was your interaction with technology for this 24-hour period more than usual, less than usual or about typical for you?

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1. Do you ever fell that your time texting or online interferes with friendships or other relationships (siblings, parents, grandparents?)

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1. Do you think you use technology more than others, less than others, or about the same as others? (You will know for sure when the class compiles the data)

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1. If you lost your phone or Web access for 24 hours, in what way would your life be different?

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1. Were you surprised at the number of text messages you sent/ received?

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Chatting with an ‘expert’ online about the ‘true meaning’ of the Bible.

An elderly man asked to share his bank details online.

Chatting with an ‘expert’ online about the ‘true meaning’ of the Bible.

A 9 year old chatting to a stranger on a social networking site.

A 15 year old with mental health issues being ‘groomed’ to enter an English Defence League Chatroom.

Your class mate creating a ‘party on Facebook’