

10 quick classroom ideas - Safer Internet Day Feb 9th



1. Think before you post...why?

In small groups ask pupils to discuss why it is important to think before you post? What could the potential consequences be? As a class come up with some 'top tips' to avoid negative consequences. Split the class into groups to design a persuasive and eye catching poster outlining why all users of the internet should think before putting anything online.



2. Select a Smiley

Ask each pupil to think of situations that may occur as a result of posting online; these can be positive or negative. For example "my friends made nice comments about my holiday photos". All pupils should write their ideas on slips of paper and give them to the teacher. The teacher could enter these comments into a table and produce a worksheet for pupils. In pairs the pupils could talk through the different statements and consider if a. they would be happy for it to happen b. they wouldn't mind if it happened or c. they would be upset if it happened. This activity will give pupils a very good understanding of their peers' responses to online actions.



3. Class Contract

Pupils will create a class contract to be agreed and signed by everyone. The contract will focus on suitable online activity, in relation to posting material, and it will specify exactly what the class intends to do and behaviour they deem acceptable. For example "We will only post photos of our friends with their permission." "We will un-tag or delete pictures if we are asked to do so." "We will wish our friends Happy Birthday on their Facebook pages."



4. Create an Avatar

Having written and signed your "Think Before You Post" contract, consider running a competition to create an avatar that embodies the rules created. The Avatar will be able to do everything that the contract requires and will never falter in its quest to assist those in need of online posting advice! Pupils will need to consider costume, colours, gender, human / non human form and size, in addition to the Avatar carrying possible accessories, having a side-kick mascot and promoting a catchy motto.



5. Design a Logo

Each child should design a simple logo or symbol that could be displayed next to all computers in the classroom, school and home or used as a screensaver / desktop background. The logo will remind all internet users of the need to "Think Before You Post." It should be as creative, eye catching and imaginative as possible.





6. Conscience alley

Pupils should write down suggestions for controversial things that could be posted online. E.g. you are playing your favourite online game and someone calls you useless... What should you do? A decision maker walks down the alley and is to be persuaded by peers making encouraging/discouraging statements on either side e.g. "Call them useless back and try to hack their account" and "Ignore them, they're not worth it...block them". The most persuasive calls will influence the decision maker who, at the end of the alley, will make their final positive/ negative decision. More scenarios are included in activity 10.



7. Courtroom Drama

This is an ideal activity for the whole class that can be adapted for smaller groups of 8-10 pupils. The key roles are Judge, Plaintiff, Defendant (s), Prosecutor and Defence Lawyer, witnesses for both sides (family, friends, employers, teachers etc.) and the Foreman and members of the Jury. The defendant stands accused of an 'offence' related to posting online e.g. filming friends at a party without their consent and uploading to You Tube. (Possible offences could be created by the class – see activity 2). Each side will present their case using a combination of witness accounts and the defendant taking the stand. Both lawyers will make opening and closing statements and suggest the sentence required (possible sentencing could be discussed beforehand and will be based on what the pupils deem appropriate). The Jury will give the 'guilty' / 'not guilty' verdict and the Judge will decide the final sentence. This activity could be filmed.



8. Pay it forwards

The class will discuss and share their favourite aspects of posting online e.g. joining groups, entering competitions, uploading funny photos, writing positive statements on friends' social networking sites etc. Discuss the benefits of these activities and as a class select one that every pupil can join in with. E.g. create a new school group online, set up a new pupils' section on the school website that pupils can post to, run an online photography competition etc. to get all pupils using the internet in a fantastic way and sharing their skills.



9. Great sites vote

Compile a class list of favourite suitable websites - educational, quirky, interesting and entertaining (you may want to create different categories). Pupils could play a representative from each site, giving a tour of the site's features, explaining why others should visit, and highlighting the best things to be experienced there. At the end of the session vote for your class' Safer Internet site of the day.



Other great sites with activities for Safer Internet Day

<http://www.swgfl.org.uk/Staying-Safe/>

<http://www.thinkuknow.co.uk/saferinternetdayuk/>



10. CHILDNET DRAMA ACTIVITY

Think before you post!

Assembly drama presentation

Brief: Select a scenario (primary or secondary) and through discussion and improvisation, devise a 5 minute “positive” presentation to be performed in assembly as part of Safer Internet Day. Follow these three easy steps.....

Step 1

- As a group, define “online posting” in one sentence
- As a group, discuss the following:
Have you ever posted something online?
What are the positive aspects of posting something online?
What difficulties could you get into by posting content of yourself?
Have you ever posted a video or a picture online of someone else?
With their consent?
Without their consent?
What are the potential consequences of posting without someone’s consent?
What would you do if you knew of, or heard about something upsetting being posted online?
What would you do if you were a friend of someone who was being targeted as a result of online posts?
If you did choose to tell someone, who would that person be and why?
- As a group, walk around the space and think of a time when they did something online that they were pleased or proud about. Pair up and swap stories. Walk around the space and this time think of a time they did or saw something online that they regretted. Pair up and swap. Form a circle and share one of the stories you have heard.

Step 2

- Split into smaller working group and hand out one scenario to each group.
- Each group is to write a story structure for their scenario, consisting of a beginning, middle and end. Each scene should have a title and description of main characters and events.
- Each group should decide on a key safety message to conclude their story. They are to consider how they will convey this- through direct address narration, on a backdrop.....etc
- Physically create 3 freeze frame (or photo images) that tell the story of each scene.
- Improvise/script each scene. Rehearse, prepare and keep within the 5 minute time frame!

Step 3

- Perform your mini drama!

If you film your drama, why not send it in to the Childnet team for us to feature on our website!
drama@childnet.com

PRIMARY SCENARIOS

SCENARIO 1

Sara and her mates went to the school summer disco. Mel took loads of pictures of the party on her mobile phone. The next day she posted some pictures of Sara after the party without her consent. Sara is really embarrassed by the pictures and doesn't want them shown. Mel says she will remove them but in the meantime they have been seen by everyone at school.....what happens next?

SCENARIO 2

Ryan went on a school trip and took loads of photos. After the trip he posted them on his favourite site and wrote his friends names and school name in the folder. He starts to get loads of unwanted comments.what happens next?

SCENARIO 3

Mia and her friends like to chat on MSN. During one of their conversations she playfully insults one of her mates about something that happened in school that day. The next day none of her mates are talking to her.....what happens next?

SCENARIO 4

Lisa and Sam used to be good mates but have recently fallen out. Sam initiates a “we hate you” site. Lisa knows who is behind it, but doesn't know how to prove it. Before long the site grows and loads of horrible comments are added. Lisa doesn't know what to do.....what happens next?

SCENARIO 5

Charlie uses the internet whenever he likes. He loves playing games, and one day, he signs up for a new game and enters all of his personal details. Soon after he starts to receive messages from someone who says they go to the same school and suggests that they meet up.....What happens next?

SECONDARY SCENARIOS

SCENARIO 1

Sara and her mates went to a house party. Her friend Mel posted some pictures of Sara after the party without her consent. Sara is really embarrassed by the pictures and doesn't want them shown. Mel says she will remove them but in the meantime they have been seen by everyone at school.....what happens next?

SCENARIO 2

Pav is a fairly shy and quiet lad, with a small group of mates. Emma on the other hand, is a confident, loud and popular girl in school. For a joke, Emma dares her friend Kal to pretend she fancies Pav & lead him on. Pav falls for it and sends her the explicit picture of himself that she requests. Before he knows it, everyone has seen the picture and he becomes the laughing stock at school.....what happens next?

SCENARIO 3

Last year Jay went on a school skiing trip and loads of photos were taken that were posted on his social networking site. He had forgotten all about them. He goes for a job interview and his prospective employer has researched him and the pictures have come up....what happens next?

SCENARIO 4

Lisa and Sam used to be good mates but have recently fallen out over something. Sam initiates a “we hate you” site. Lisa is pretty sure who is behind it all, but doesn't know how to prove it. Before long the site grows and loads of horrible comments are added. Lisa doesn't know what to do.....what happens next?

SCENARIO 5

Charlie uses the internet whenever he likes and for as long as he wants. He loves chatting online, and one day, he signs up for a new social networking site and enters all of his personal details. Soon after he starts to receive messages from someone who says they go to the same school and suggests that they meet up.....What happens next?



THINK BEFORE YOU POST!

EXAMPLE SHEET

Remember.....it is up to each group to decide on the number of characters, who those characters are and what role they are to play in the story!

SCENARIO 1

Sara and her mates went to a party. Her friend Mel posted some pictures of Sara after the party without her consent. Sara is really embarrassed by the pictures and doesn't want them shown. Mel says she will remove them but in the meantime they have been seen by everyone at school.....what happens next?

Scene 1: THE PARTY

Sara, Mel, Ellie and Freya get ready to go to a party at Steve's house. His parents are away. By the time they get there the party is packed. Everyone is dancing and Steve offers them some drink. Sara gets drunk and ends up being unwell in the loo. Mel takes loads of pictures of the party.

Scene 2: SARA'S REALISATION

Sara checks her facebook page and sees the pictures Mel has posted. Angry and upset, she calls Mel and insists she remove them. As she's on the phone comments come in from other people. Everyone has seen the photos and written horrible comments.

Scene 3: MEL TAKES THE BLAME

Mel calls in on Sara to walk to school together the next day. Mel is really sorry for what she has done and tells Sara that she has deleted all of the pictures and will tell everyone at school it was all a joke!

MESSAGE: Narrated by Mel -

"Posting pictures without consent can cost you your friendship – always ask your friends permission first"

Further useful and relevant resources:

ONLY A GAME – Primary age play script, focussing on online gaming & ways young people can keep safe whilst using these interactive technologies. Contact drama@childnet.com

LAUGH AT IT, YOU'RE PART OF IT – Secondary age play script, focussing on an episode of cyberbullying. Contact www.digizen.org/cyberbullying/students.aspx

See also the **South West Grid for Learning's** drama activities at <http://www.swgfl.org.uk/saferinternetday>

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Primary

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Primary

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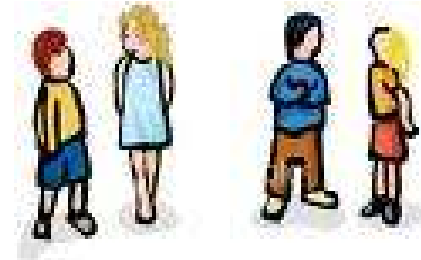
Primary

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Mia and her friends like to chat on MSN. During one of their conversations she playfully insults one of her mates about something that happened in school that day. The next day none of her mates are talking to her... *What happens next?*



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Primary

SCENARIO 4

Lisa and Sam used to be good mates but have recently fallen out. Sam starts a "we hate you" site. Lisa knows who is behind it, but doesn't know how to prove it. Before long the site grows and loads of horrible comments are added. Lisa doesn't know what to do...

What happens next?



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Primary

SCENARIO 5

Charlie uses the internet whenever he likes. He loves playing games. One day he signs up for a new game and enters all of his personal details. Soon after he starts to receive messages from someone who says they go to the same school and suggests that they meet up... *What happens next?*



Secondary

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What happens next?



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Secondary

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What happens next?

Secondary

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Lisa and Sam used to be good mates but have recently fallen out over something. Sam initiates a "we hate you" site. Lisa is pretty sure who is behind it all, but doesn't know how to prove it. Before long the site grows and loads of horrible comments are added. Lisa doesn't know what to do...

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Secondary

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Charlie uses the internet whenever he likes and for as long as he wants. He loves chatting online, and one day, he signs up for a new social networking site and enters all of his personal details. Soon after he starts to receive messages from someone who says they go to the same school and suggests that they meet up...

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