

ICT

Internet safety

Learning objectives

- The students learn how they can use the internet safely.
- In the project stage, students make an information poster about cyberbullying.

Warmer

As a class, brainstorm a list of things that people can use the internet for onto the board; e.g. find information about favourite celebrities, listen to music or watch TV shows, check the weather and also the tides, compare prices before buying or selling something, chat with people with similar interests, look up a medical problem, learn how to repair something like a broken bike, etc.

In pairs, ask the students to talk about the things they use the internet for and the things they choose not to use the internet for. Encourage them to justify their answers by demonstrating a good answer, e.g. *I use the internet to look for information for a school project because it's quicker than going to the library and looking in a book. I don't buy clothes because you can't try them on.*

- 1 Ask the students to circle their own answers and then take turns in small groups to ask and answer the questions. Encourage the groups to report back to the class, e.g. *Jon and Ana spend more than four hours on the internet a day but Maria and David spend less.* Brainstorm a list of possible dangers when using the internet onto the board, e.g. people can copy and use your photo, you don't always know who you're talking to, etc. Then encourage a class discussion on internet safety by asking those who have answered **c** or **d** in question 3 to say what they know.
- 2 Ask the students to read the text title and the introduction first and say what the text is about. Next, ask them to describe the photos in pairs and to try to identify the rule. Then ask them to read the complete text and check their ideas.

Answers

a 3 b 7 c 6 d 4

- 3 Ask the students to read the questions first in pairs and to try to answer them from memory. Then ask them to read the text again and answer the questions.

Answers

- 1 your real name, address, phone number or date of birth (*protect information like ... This information is too personal to share*)
- 2 Tell your parents first. (*If you really want to meet a new online friend for the first time, always tell your parents first.*)
- 3 Everyone will see it. (*Think before you share personal photos or videos. Stop and ask yourself, 'Do I want everyone in the world to see this?'*)
- 4 When you know the person well. (*Your online contacts should be people that you know well.*)
- 5 You should respect other people's feelings, and also, you wouldn't want other people to say things like that about you. (*Don't write nasty comments ... Respect their feelings. You wouldn't want someone to say things like that about you!*)

Fast finishers

In pairs, fast finishers write some true or false sentences about the rules, e.g. *Always use your real name and phone number. (F)* or *Don't make friends online with people you don't know. (T)* When the others are ready, they read out their sentences for the others to say if they are true or false. If the class enjoy competition, award points for correct answers.


- 4 Ask the students to read the comments with a partner and match them to one of the rules in the text first. Then they should say if they are using the internet safely.

Answers

- Travis:** No (7 *Keep your passwords secret*)
Angela: No (6 *Don't share photos or videos of other people without their permission.*)
Daniel: Yes (2 *Don't accept friend or chat requests from strangers.*)
Kelly: Yes (3 *Be careful with websites and apps that tell people your location.*)
Samuel: No (8 *Don't write nasty comments about people.*)

Extension activity

Ask the students to look at the list of things people use the internet for from the Warmer stage or brainstorm a list at this point. Ask them, in pairs, to use the text to say how they should do these things safely. For example: *When you look for information on a website, choose a reliable site where you don't need to register or allow it to find your location.*

- 5  2.25 Ask the students to look at the photo and read the sentences. Encourage them to try to guess what the four young people are all talking about.

Play the recording and ask the students to check their ideas and circle the correct answers. Point out that they will listen to the people in order (i.e. Melissa, Justin, Laura and then David) but the sentences do not follow the order of the recording.

Play the recording again for the students to check their answers.

Mixed ability

Ask the students to read the sentences and identify the key words in each one. Then play the recording, ask the students to listen for these key words and put the sentences in order first.

Play the recording again and ask them to circle the correct word. Point out that each sentence refers to a different person, so they should underline a different name in each one. With a very weak class, play Melissa and Justin only.

Answers

1 Justin 2 Laura 3 Melissa 4 David

Audioscript

Narrator: Melissa

Melissa: I've had some problems with bullies because I'm different. I like wearing unusual clothes, so some people make fun of me. Two months ago, a group of popular girls found out my phone number and started sending me nasty messages. Some days, I got more than twenty! Finally, I talked to my parents and that helped! They bought me a new phone and now only my friends have the number. I also block any calls from strangers.

Narrator: Justin


Justin: Have I ever been cyberbullied? Yes, I have! Last year, I got into a fight with this boy at school, and he got really angry about it. He started writing about me on a social network that all my friends use. He posted comments on my profile, calling me names, and he sent me private messages, saying, 'I'm going to get you' and things like that. I never answered him, and I changed the privacy settings on my profile, so only my friends could post comments or send me messages. I'm lucky, because that was the end of the problem.

Narrator: Laura

Laura: I had a bad time last year because a boy started saying nasty things about me at school. He also sent emails about me to other people. It was bad, and some people stopped talking to me. After a month or so, he finally stopped, and now things are back to normal, but it was difficult for a while. I didn't tell my parents, but I think that was a mistake. If it happens again, I'll tell them right away.

Narrator: David

David: I don't think I've been cyberbullied, but I've had problems with the internet. I started getting lots and lots of junk mail and other emails from strangers, and lots of adverts from websites all over the world. In the end, I closed that email account and opened a new one, but then the same thing happened again, and again, and again! I've changed my email account five times now, and I tell my friends to keep it secret, but the same keeps happening. I don't know what to do! Maybe someone is putting my email on a public website? I don't know.

- 6  2.25 Ask the students to read the sentences and try to complete them from memory. With a weaker class, ask the students to decide if the sentences refer to a boy or a girl first to help them limit their choice. Then play the recording again so that they can check their ideas.

Answers

1 Melissa 2 Justin 3 David 4 Laura

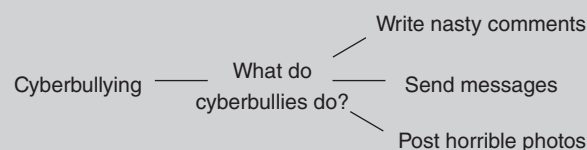
Cooler

Class debate. Write *The internet does more harm than good*. Divide the class into two teams. Team A needs to prepare some reasons why they agree with the sentence and Team B prepares some reasons why they disagree. Hold a class discussion. The team who presents the most convincing arguments wins.

Project

Tell the class they are going to make an information poster about cyberbullying, in small groups. Ask them to look at the text in exercise 2 and to say how it is organised.

Next, ask them to read the questions and make notes. It may help to do this together on the board by using a mind map like this:



Next, ask the students to think of a title and write a short introduction. Then ask them to write at least six basic rules and find or draw some pictures to illustrate these. Remind the students that they can use words or expressions from the text in exercise 2.

When the posters are ready, display them in the school corridors and encourage students from other classes to read them.