

# Be Cyber Safe

## Teacher Follow-up Activities

The Be Cyber Safe follow-up activities provide pupils with opportunities to achieve Key Stage 2 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales 2008 and the National Literacy and Numeracy Framework in Wales 2013.

Be Cyber Safe Additional activities	Links with the National Literacy and Numeracy Framework in Wales 2013	Links with the PSE Framework for 7 to 19 year-olds in Wales	
		Skills	Range
<b>1. Introductory activity</b>	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> <li>• Identify links between cause and effect</li> <li>• Form personal opinions and make informed decisions</li> </ul>	<ul style="list-style-type: none"> <li>• That personal actions have consequences</li> <li>• Take increasing responsibility for their learning</li> </ul>
<b>2. Smart Action</b>	L(O)sp L(O)l L(O)c&d L(W)mpr L(W)s&o	<ul style="list-style-type: none"> <li>• Express their views and ideas confidently through a range of appropriate methods</li> <li>• Find and develop information and ideas</li> <li>• Use ICT safely with appropriate support and guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of personal safety</li> <li>• Understand that personal actions have consequences.</li> <li>• Opportunity to take increasing responsibility for their learning</li> </ul>
<b>3. Online awareness</b>	L(O)sp L(O)l L(O)c&d L(W)mpr L(W)s&o L(R)c L(R)r&a N(UDS)crd	<ul style="list-style-type: none"> <li>▪ Identify links between cause and effect</li> <li>▪ Work cooperatively to solve problems</li> <li>▪ Develop practical skills necessary fro everyday life</li> <li>▪ Use ICT safely with appropriate support and guidance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand that personal actions have consequences</li> <li>• Understand the importance of personal safety</li> <li>• Opportunity to take increasing responsibility for keeping the mind and body safe and healthy</li> </ul>

## Note

The additional activities in Be Cyber Safe make use of the rich resources available online. These activities require access to the internet as many refer to specific websites.

### 1. Introductory activity

Ask pupils to identify the positive ways that people use the internet e.g. playing games, listening to music, finding out information (web browsing), picture and video messaging, chatting to friends on instant messaging, text messaging or by e-mail. Write their answers on the board.

### 2. SMART Action

Divide the class into groups by giving out letters that spell 'online' (2.a) and ask the class to group together to spell out the word i.e. 6 per group. Give each group a SMART worksheet (2.b). Each group should nominate a scribe.

Ask the pupils to watch Dingle the Rabbit who can be found on [www.kidsmart.org.uk](http://www.kidsmart.org.uk) then click on tab at the top of the page 'looking for the old site', then click on young people and select games from the menu on the left hand side, then on games page click safe surfing. Play the game with Dingle and listen to the advice he is given. Make a note on your SMART worksheet of the 5 key safety messages he is told during the game.

<http://www.bbc.co.uk/chatguide> Help him to 'Stay Safe' and make the correct decisions.

In the same groups visit the website [www.ThinkuKnow.co.uk](http://www.ThinkuKnow.co.uk), click on the 8 - 10 section and then enter the cyber café. Ask each group to research one of the following topics while in the cybercafé either by using the fast menu or clicking on the relevant person in the cyber cafe

- Chat room
- E-mail
- Web browsing
- SMS/text messaging
- Personal online space

Pupils could also look at the website [www.kidsmart.org.uk](http://www.kidsmart.org.uk) and click on the appropriate tab at the top of the home page for additional advice about these topics. Having collected recorded the information as main messages ask the pupils to design a small PowerPoint presentation to present to the class about their designated topic. The presentation should explain how the feature is used and how to keep safe while using it.

The key message in 'Smart Action' is that it is smart to be careful and to ask for help if it is needed. Stress to the pupils that if they feel unsafe or threatened on the internet they should tell a trusted adult and/or report it on the [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) website.

To extend this exercise the groups could download a copy of the SMART rules and after discussion could create a poster using resources from the web, to explain the SMART factors to their parents and friends. There are suggestions to help you on [www.kidsmart.org.uk](http://www.kidsmart.org.uk) then on the home page click gallery.

3. **Online awareness** - Divide the class into groups. Provide each group with a set of matching cards. (3.a) Ask the groups to sort the cards into three categories:

- Key word card
- Information card
- Safety advice card

Then explain to the groups that they have to match a key word card with the correct information card and the correct safety advice card for that feature. An example is provided below:

Spam	e-mails you didn't ask for from people you don't know	use a spam filter
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Exercise

Email address	your online address	use a nickname, don't give your details
Viruses	can delete your files and destroy your computer or travel in email, via attachments or links	delete without opening
Cyber bullying	when someone uses the internet or mobiles to deliberately upset someone else	learn how to block messages/tell an adult
Cyber friend	a friend you only know on the internet or cyberspace	only communicate with people you know in real life
Phishing	some emails will try to trick you into giving away personal information	don't give any personal information
Instant messaging	people meeting online to talk to one another	make sure you know the people on your contact list in real life

Chat room	an open environment where people can talk to each other	use a site with a moderator
Webcam	a digital camera used to take photos and transmit them over the internet	turn the camera away from you when not in use
Music	if you download music from a P2P (peer to peer) you may be letting other users access your computer	only download music from legal sites
File sharing	Some dodgy audio and video clips are sent round using shared networks that could get you and your parents into a lot of trouble	Protect yourself by only downloading audio and video clips from legal sites
Bluetooth	is a wireless connection for phones, computers, keypads etc. allowing them to communicate	switch your phone computer off when not in use as anyone can access your information when it's on
Privacy setting	it is protection to make sure you are safe from strangers who could send messages you don't want	Adjust the settings so that only your real world friends can access your site

Allow the groups to discuss and agree the card matches. This activity could be timed. Ask the groups to feedback their answers and check these against the answers provided. (3.b) the answers will prompt discussion and provide the opportunity to correct any misconceptions. For further information teachers may wish to read the additional facts provided on [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) or [www.kidsmart.org.uk](http://www.kidsmart.org.uk)

To complete this exercise **either**:

- Ask the class to play the games on the [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) website. Click on the 8 to 10 age group tab and select play games. Choose from the following menu:
  - duck hunter which highlights online dangers
  - safe and unsafe email
  - spider quiz - reiterates safety tips when on line
  - shooting gallery - internet quiz
  - blockbuster - internet terminology
  - Who's ya buddy? - the dangers of stranger contacts

Ask the groups to record their scores to see how much they have learnt.

or alternatively:

- Access the interactive quiz on [www.kidsmart.org.uk](http://www.kidsmart.org.uk), on the home page click the looking for the old site tab at the top of the page, then select games from the menu on the left hand side of the page, then select the quiz. This exercise will reinforce previous learning.

4 (i). Using Nathan's Story (4a) facilitate a group discussion to highlight the possible risks to

Nathan's personal safety. What advice would the groups give to Nathan?

Suggested questions

- How do you think Nathan felt after reading the message? (Angry, Sad, Scared, Happy  
- begin to expand vocabulary within each emotional range)
- What advice could you give to Nathan if you had read what people were posting on his website?
- Why do you think people wanted to hurt his feelings?
- How could they have had Nathan's photograph to make so many posters?

4(ii). Divide class into groups. Distribute one of Nathan's scenario cards (4b) to each group and

explain that their friend Nathan has met someone on an internet chat room. Nathan gave

this person Emily his 'Addy' (e-mail address that is added to a list of friends) and she has

been contacting him using MSN. Nathan needs advice from each group as to what to do.

Class feedback.

5. Using the real life Internet Stories cards and PowerPoint (5a) or the interactive quiz PowerPoint (5b) ask the pupils in groups to discuss and decide on the best course of action and feedback to whole class.
6. Pupils could explore what safety advice they would give to a younger sibling or relative.
7. In pairs/groups pupils could design a Top Ten Tips guide to promote the positive uses of digital communication.
8. Print a poster of the SMART rules for the classroom as a reminder of the safety rules when using the internet. (8a)