

Picture This!

Teacher Follow-up Activities

The Picture This 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

Picture This Additional activities	Literacy and Numeracy Framework	Links with the PSE Framework for 7 to 19 year-olds in Wales	
		Skills	Range
1. Introductory Survey	L(O)sp L(O)l L(O)c&d L(O)r&a N(DNR)r&c N(UDS)crd N(UDS)pad N(UDS)ir	<ul style="list-style-type: none"> Gather information in a variety of ways including simple questionnaire or data bases to support understanding of PSE related issues. Contribute to class discussions and take part in debates 	<ul style="list-style-type: none"> To understand the importance of personal safety
2. Code Breakers	L(O)sp L(O)l L(O)c&d L(W)mpr	<ul style="list-style-type: none"> Empathise with others' experiences and feelings Identify links between cause and effect 	<ul style="list-style-type: none"> Develop respect for themselves and others Understand that personal actions have consequences.
3. Text Bullying and Cyber Bullying	L(R)c L(R)r&a	<ul style="list-style-type: none"> Use ICT safely with appropriate support and guidance Find and develop information and ideas 	<ul style="list-style-type: none"> Understand that personal actions have consequences. Situations which produce conflict and the nature of bullying
4. Mobile Phone Theft	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> Empathise with others' experiences and feelings Identify links between cause and effect Express their views and ideas confidently through a range of appropriate methods 	<ul style="list-style-type: none"> To understand the importance of personal safety Be honest and fair and have respect for rules, the law and authority



5. Diamond Nine Activity	L(R)rs L(R)c L(O)c&d N(UNS)unfr	<ul style="list-style-type: none"> Express their views and ideas confidently through a range of appropriate methods 	<ul style="list-style-type: none"> To understand the importance of personal safety
6. Phone Fever Board Game	L(R)rs L(R)c L(O)sp L(O)c&d L(O)l N(UNS)unfr N(UNS)cum&wm	<ul style="list-style-type: none"> Identify links between cause and effect 	<ul style="list-style-type: none"> Understand that personal actions have consequences. Develop respect for themselves and others To understand the importance of personal safety

Note

The additional activities in picture this; make use of the rich resources available online. Therefore, access to the Internet, when discussing these activities, is advised. Some refer to specific websites.

1. Introductory survey

Using the PowerPoint (resource 1.a) undertake a class survey of mobile phones. Ask the class the following questions.

- How many have a mobile phone?
- How many have a mobile phone with Internet access?
- How many have access to a friend or relative's mobile?
- How many use a mobile every day?
- How many use a mobile to access the Internet everyday?
- How many use it as a phone to talk?
- How many use it to text messages?
- How many use it for other purposes?

Collate the class answers on the PowerPoint results collation sheet (slide2). Teachers could utilise this information for pupils to produce a variety of graphs for class display.

Divide the class in groups of four and nominate a spokesperson; give each group a sheet of flip chart paper and pen. Ask the group to discuss the following questions (slide3):

1. What do you use the mobile for?
2. Why do you need a mobile phone?
3. Are mobile phones a risk to you?
4. How did people communicate before the invention of mobiles?

The spokesperson from each group should feedback their answers to the class. Collate the answers on the board under 3 headings:



1. Mobile phone use

Staying in touch with friends by making calls, sending texts, Take photos, access Internet, video message,

sending or posting pictures/video, play games, down load apps and music, clock, alarm, calculator, stopwatch, e-mail.

2. Need

Staying in touch with people
Informing parents of whereabouts
Arranging things with friends
Getting help in an emergency

3. Risk

Distracting - causing danger e.g. crossing a road
Street robbery
Cyberbullying
Illegal downloads
Viruses and malware

Offensive Internet content
Connecting with people online not known in real life
Receiving inappropriate images
Health

2. Code breakers

Texting is a great way of staying in touch with friends and family. A shortcut language has developed. Many frequently used text terms are now in everyday use. Using the PowerPoint (resource 2.a) Introduce the concept of text terms (slide 2). Then give out the set of cards (resource 2.b) composed of text terms and the matching explanations. Give one to each pupil, and ask the class to find their partner. Answers can be reviewed using the slide 2.a.

Acronyms

Ask pupils to work in pairs. Distribute a mobile phone image sheet (resource2c) to each pupil. Ask half the class to compose a friendly text message (pupil A) and pupil B a friendly response. Ask the other half of the class to compose a nasty text message and response. Write the text on the mobile phone image sheet. Resource 2d will provide the teacher with a comprehensive list of acronyms for reference.

Ask one or two pairs from each group to read out their messages and as a class discuss the following:

Group A

What purpose have you used the phone for?
What benefits does this have?
How did the message make you feel?

Group B

What purpose have you used the phone for?
What problems could this cause?
How did the message make you feel?
What can be done about it?



3. Text bullying and cyberbullying - The teacher explains that cyberbullying is when.....

someone hurts, threatens or frightens you regularly by sending messages or images using the Internet, mobile phones or other forms of digital communication. (resource 3a slide 1)

The class could undertake the following as class research. Visit the thinkuknow website www.thinkuknow.co.uk Click into the 8-10 section. Click into the how to stay in control section, then click on the mobile phone icon to identify the important safety tips. Finally click on the section how to report when using a mobile phone. Use worksheet (resource 3b & resource 3a slides 2 & 3) to research the webpage.

1. What should you do if you receive a nasty text message?
2. What is spam?
3. Why should you never send a picture to anyone you do not know in the real world?
4. Why should you never give your mobile number to anyone you do not know in the real world?
5. Why should you never meet up in real life with someone you have met on the Internet?
6. What should you do to report something that upset you?

Teacher information

They can be from people you know, and also from people you don't know.

It's a good idea not to reply to a nasty message and if you get a message that upsets you, you should always tell a trusted adult. You should also remember that when you send messages, you should be responsible and not send something that might upset anyone.

Sometimes people send junk text messages that are like adverts to people's mobile numbers, and these are called Spam messages. In the Cyber Café, Chloe has two messages on her mobile phone from people she doesn't know so she deletes these messages and tells an adult. You should do this too if you receive a text message from someone you don't know.

- **Remember - NEVER REPLY** to a spam text message or text message from someone you don't know, as the person who has sent it may keep on sending messages to you. The messages may also have viruses in them and this can stop your phone from working.
- When you send a picture to a friend using your mobile phone, this is called Multimedia Messaging Service (MMS).
- **YOU SHOULD NEVER SEND A PICTURE MESSAGE TO ANYONE YOU DON'T KNOW IN THE REAL WORLD** - even if you have been talking to them online and think you know them, or someone you have met through a friend. You never really know who they are if you haven't met them face to face. If someone asks you to send them a picture message and you don't know who they are, you should tell a trusted adult.
- **NEVER GIVE YOUR MOBILE NUMBER** to anyone who you don't know in the real world. People sometimes lie about who they are to trick people into giving them their mobile number and personal details, like their school and where they live. Remember that people you don't know in the real world are still strangers. If you give people your mobile number, even people you have met using the Internet, remember you do not really know who they are. Never arrange to meet up with them as they are strangers.
- **NEVER ARRANGE TO MEET** up with someone you don't know and always tell a trusted adult and save the message.



- **ALWAYS TELL A TRUSTED ADULT** straight away if you are upset or worried about something that has happened online.
- **Remember to SAVE ANY MESSAGES that have upset you.** You will need to show them to the person you tell - they will be able to help, and they will be able to give you good advice about what else you can do. Never worry about getting in trouble - you aren't the one who has done anything wrong.
 - **You can also call CHILDLINE FREE ON 0800 1111.** You can talk to someone in private and it won't show up on your phone bill.
 - **You can also chat online with a young person from www.cybermentors.org**

There are risks involved with texting, pupils must be made aware and modify their behaviour in order to create a safe texting environment. This site provides appropriate advice and activities which provide safety guidelines. The safety advice about being careful with your private information online is increasingly applicable to children using mobile phones. In the UK children have been sent abusive text messages and are giving out their mobile telephone numbers to strangers. Mobile phones are Internet enabled, therefore, it is important to address this subject.

As a follow up activity the teacher can direct the pupils to visit the Cyber Café on the ThinkUKnow website, www.thinkuknow.co.uk Visit the 8-10 section of the site to access the Cyber Café and to discover what Chloe decides to do with messages she has received.

Further research about mobile phone safety can be undertaken on

www.chatdanger.com/mobiles/safetyadvice.aspx and for picture phones

www.chatdanger.com/mobiles/picphones.aspx Is this advice good? If so how could you promote it within your school? (resource 3.a. slide 4). As a consequence of pupil research pupils could be asked to design a leaflet / poster to provide others with mobile phone safety advice e.g.

- Meeting someone you have only been in touch with online can be dangerous
- Respect your friends' privacy
- Only give your mobile number out to people you already know and trust
- Learn how to block other users.
- Get your friends permission before taking pictures of them.
- Look after each other and think carefully about what you send to others.
- Never reply to messages from people you don't know.
- The main mobile phone operators are O2, Vodaphone, Orange, T-Mobile (resource 3.a slide 6)
- The telephone numbers to report phone bullying are (resource 3.a slide 6)
- O2 - 0870 5214000 , Vodaphone - 0870 0700191 , Orange - 07973 100450 , T-Mobile - 0845 4125000

The teacher can conduct a plenary by exploring the pupils' feelings about the statement, "Is texting a safe way of sending a message?"

4. Mobile phone theft

Discuss with the class mobile phone theft. A staggering 15,000 handsets are believed to be stolen each month in the UK alone. Mobile phone theft makes up one third of all street crime in Britain and is on the increase. Explain the importance of the IMEI number. That everyone should write down their IMEI number so that they can identify their phone if it is lost or stolen. By pressing the keys * # 0 6 # on the handset keypad this will bring up the IMEI electronically on the phone screen. Also, the IMEI number should be recorded on an identification sticker, normally located on the rear of the handset and underneath the battery.



Another way of protecting your phone is to register with Immobilise. Encourage the pupils to register their phones on the Immobilise web site.

Immobilise Information

Why register a mobile phone with immobilise? Immobilise is a search database containing the details of millions of mobile phones and other property. It really is a simple process to register your mobile phone and it's free to do so.

What will you need to register? You will need the IMEI number of your phone together with the make and model number. (These are essential and you will not be able to register without them.)

How do I get the IMEI number from my phone? *#06# star hash zero six hash. Your service provider can also give you the IMEI.

What happens when my phone is registered? Should your phone be lost or stolen Police can establish the real owner very quickly and there is a much greater chance of you getting your phone back.

This is a partnership-driven campaign involving Police, Government and the Telecommunications Industry. It is aimed at reducing street crime and the number of mobile phones stolen during street crime by encouraging people who lose or have their mobile phone stolen to report the incident to their network provider **Can I show my phone as stolen?**

A great feature of Immobilise is the ability for the owner of the phone to instantly report their phone as either lost or stolen. However, it is still essential that you report it to police.

Teacher Information

The class could then complete a mobile phone safety quiz on (this is aimed at KS3 ability).

http://news.bbc.co.uk/cbbcnews/hi/newsid_4160000/newsid_4161100/4161161.stm

Click on past stories mobile phone safety and complete the quiz.

Having discussed the information above, divide the class into four groups. The intention of this next exercise is to discuss the consequences of mobile phone ownership and theft. Give each group a character scenario card.

(4.a) Ask each group to elect a spokesperson and discuss the character they have been allocated, using the prompt questions provided

(4.b)

Discuss the events of the story.

- Describe your character's feelings.
- Do you think a crime has been committed?
- How do you think your character could have acted differently?
- What could the consequences be for your character?
- What advice would you give your character?
- What do you think will happen next?

Bring the class back to form a circle to undertake a hot seating circle time activity. The spokespersons will take on the role of the character they discussed in their group. Teacher can use a talking tool to facilitate question time with the characters.



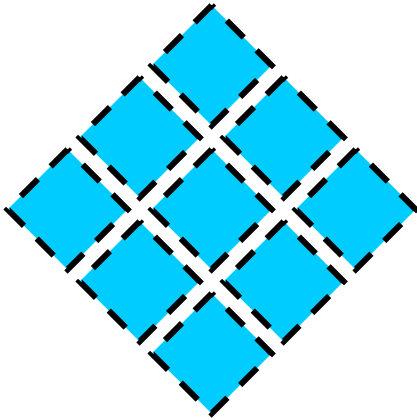
5. Diamond Nines -Most important advice to act on!

This activity identifies some of the things that can go wrong when using a mobile phone and what to do about it. Ask pupils to tell you what things they think can go wrong using a camera phone with Internet access and what they think they can do about it?

Suggested things that can go wrong:

- You send, post or receive inappropriate pictures
- You are sent a nasty text
- You have someone pretend to be you on your phone and cause upset to others, eg. You leave your account logged on Facebook and someone says something embarrassing pretending they are you
- Someone takes an embarrassing photo of another and shares it online
- You post a photo of yourself with location details embedded and someone you don't know in real life but who is in your friends list, says that like your house and want to drop by.

Photocopy enough sets of (resource 5) the Diamond Nine cards for one set per pair or small group. Working in pairs or small groups, ask pupils to arrange their pack of diamond nine phrases according to the things that they think they need to act on as a priority. Give pupils 5 minutes to arrange. Ask pairs/ groups to volunteer the top priority for them and say why.



Diamond 9 statements to be sorted

- Only have real friends on social networking sites
- Switch off my phone's geotagging function
- If I get a nasty text save it as evidence
- Don't take or upload photos without permission
- Make sure my texts do not hurt or upset anyone
- If something has gone wrong tell someone
- Always log out of social networking sites
- Be careful who I lend my phone to
- Only download from approved sites music/ apps/ games

6. Phone Fever game

Photocopy enough Phone Fever board game sheets (resource 6a) for one between two pupils. Each pair will also require a pack of Phone Fever cards (resource 6a) a dice and 2 plastic counters. The game helps pupils review risks and the positive/negative consequences of using/misusing mobile phones.

To play ask pupils to:

- Set up the board with two sets of phone pictures in coloured piles, (yellow and blue screens)
- Toss the dice - the player with the highest number starts first
- Move the counter one space for each number on the dice. If a player lands on a phone picture he/she must take a card from the right pile, read it aloud and follow the instruction
- Take it in turns to toss the dice and make their way to the end of the board. The player who gets to the end first wins.

