

# Lesson Plan

<b>Date</b>	
<b>Period</b>	
<b>Class</b>	Year 9
<b>Lesson</b>	Lesson 1.

<b>Context of the lesson</b> Where this fits into the “Big Picture”	It is important that students fully understand the concept of online safety and what measures they can adopt in order to feel and stay safe online, in particular when using social networking sites.	
<b>MLO</b> for this lesson. What will pupils know/understand by the end of the lesson	<p><i>Know:</i> Why they should take care when accepting friends on their social networking site.</p> <p><i>Understand:</i> That things they post on social networking sites leave a digital footprint</p> <p><i>Be able to:</i> Identify which categories of personal information are acceptable to disclose on their personal profile.</p>	
<b>Teacher input/Activities.</b> What the pupils should undertake with approximate timings.	<p>Greet and settle students. No starter activity this lesson. Take register</p> <p><b>Teacher led discussion – social networking sites</b> Display slide 1 of ‘social networking sites.ppt’ on board. Ask a student to describe what these sites are used for. Ask students to put up their hand if they are a member of any of these websites. Do a quick straw poll to see how often students use these sites e.g. daily, couple of times a week, once a week, once a month Tell students that you were looking through some of the profiles on a couple of sites and that you came across one for a local girl – display slide 2 of ‘social networking sites.ppt on board. Ask students to take a minute to read the profile. Ask them if this is the sort of person that they might add to their friends list. Ask them what they think about her, whether she seems nice and whether she might be the sort of girl that they might add to their friends list. Tell the students that you sent her a message and asked her if she would be willing to come and chat to your students about her use of the networking site. Ask them if they would like to meet her. Try to persuade another teacher/network technician to come into the classroom at that moment and introduce them as ‘Emma’. Ask the students what they feel about this and what they have learned. Most will probably be shocked and have had no idea. Ask students how many friends they have on their account. Ask them how many have added friends that they don’t know in real life. Ask them how they know that these friends are really the people who they say they are. Remind students that they need to follow the same rules online as they would offline. They wouldn’t go up to a stranger in the street and make friends with them.</p> <p><b>Group task</b> Split students into groups of four. Give each group a large sheet of paper and a set of post-it notes. Display slide 3 of ‘social networking sites’. Ask students to look at the categories on the board and decide which ones they would be happy to post information about on their profile. Get a couple of groups to come out to the front of the class and hold up their sheet of paper. Ask them to explain their choices. Display slide 4 of ‘social networking sites’, explaining that the coloured boxes are the only categories that they should really be willing to post information about themselves. Discuss the reasons behind these choices. Explain that it is catch 22, if they don’t give out any information then they won’t</p>	<p>5 mins</p> <p>15mins</p> <p>15mins</p>

	<p>be interesting to others, but if they give out too much information they could be putting their safety at risk.</p> <p>Ask students to put their hands up if they have looked at the privacy settings on their account and changed the settings to control who can see their information. Explain that if they don't do this, anyone can view their details, not just the people that are their real friends.</p> <p>Hold a few sheets of paper in your hand and ask students if the paper contained their name, address, age, mobile number etc, how happy would they be for you to go into town and post the sheets up on lampposts, notice boards and hand out to strangers. Tell them that this is effectively what they are doing by not making their profile private.</p> <p>Remind students that all social networking sites provide powerful tools which can restrict the amount of information that can be seen by strangers. Ask them to review theirs when they get home and change the security.</p> <p><b>Discussion and video</b></p> <p>Ask students how many have posted something that might be slightly embarrassing if someone like a teacher or their parents were to read it.</p> <p>Show video clip 'Safety online – digital dirt' by <a href="http://orange.co.uk/education">orange.co.uk/education</a></p> <p>Tell students that information and images that they post up leave a footprint. Although they might think they have deleted it, often this information can be traced by someone with enough determination. Whilst they might think what they are posting is a bit of fun, it could come back to haunt them later when they apply to universities or are looking for a job. More employers these days are checking out social networking sites as part of the interview process.</p> <p>Show slide 5 of social networking sites. Tell students that this is an extract from a recent news article from the BBC. Go through the article, perhaps getting a couple of students to read the points aloud.</p> <p>Discuss the points with the class and ask them how they feel about these facts and figures.</p>	15 mins
<p><b>Review/Summary</b> At least 5 minutes before end.</p>	<p>In pairs get students to list three things that they have learned from today's lesson.</p>	5 mins
<p><b>Extension work</b></p>	<p><b>Sending attachments</b> Ask students to look at the 'thinkuknow.co.uk' website</p>	
<p><b>Homework</b></p>	<p>To look at their security settings on their profiles when they get home and to go through their friends list with a view to only keeping those which they feel comfortable with.</p>	
<p><b>Materials required</b></p>	<p>Social networking sites.ppt digital dirt' by <a href="http://orange.co.uk/education">orange.co.uk/education</a></p>	

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