

Optional Activity

Life Online Walking Debate



This activity may be suitable for a one hour class.

To allow students to examine further how young people communicate online, lead a class walking debate.

Place an 'agree' sign at one end of the room, a 'disagree' sign at the opposite end and allow space for middle ground. Ask students to volunteer to explain why they have stood in a certain position.

- Young people are aware of how to manage and protect their social media profiles (Anna's story prompts – profile photo, sharing location/school, sharing phone number, private profile settings)
- Young people do not know how to communicate safely online (Anna's story prompts – accepting unknown friend request, moving to private chat, sending explicit photos/sexualised conversations)
- Restricting access to the internet is the best way to keep young people safe (prompts – talking to parents about online activity, awareness campaigns, following advice/guidelines, accessing help/support)

The final statement is not intended to support the idea that young people can only be safe by restricting access to the internet, but to:

- Encourage students to discuss how young people can protect themselves online by talking to their parents
- Sharing their online lives with their parents
- Promoting and engaging in internet awareness campaigns in their community and school
- Following best-practice guidelines given to them by internet service providers, social networks, teachers and Gardaí, etc.
- And knowing where to access help and support if they experience difficulties.

Activity 2

Distribute worksheet 2.2 or 2.2a – Thoughts and Feelings – and ask students to work in pairs.

This activity will give students an opportunity to identify thoughts Anna may have had when Mark threatened her and to describe the feeling(s) she may have experienced for each thought. This will allow students to explore Anna's emotional wellbeing in an empathetic manner.

Examples of possible thoughts are listed on worksheet 2.2a.

Ask students to volunteer feedback to the whole class describing Anna's thoughts and feelings.

Be sure to ask students to recall from the previous lesson where young people could get help and support if affected by online sexual coercion and extortion.