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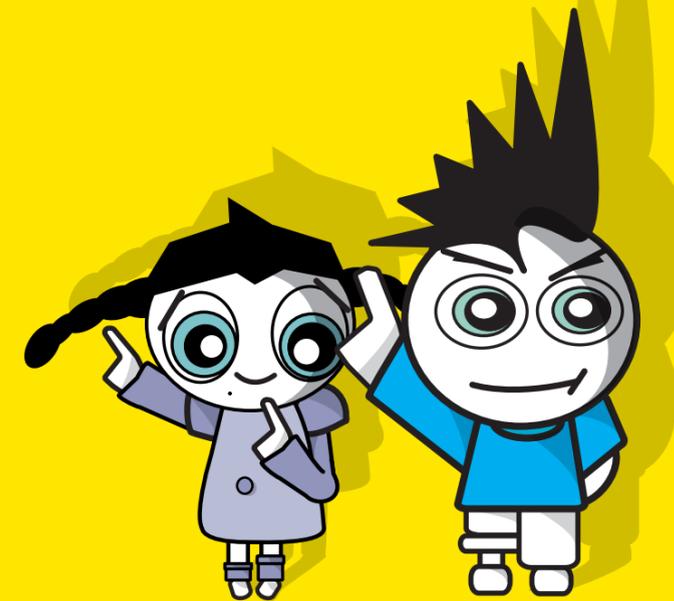
PDST TECHNOLOGY IN EDUCATION
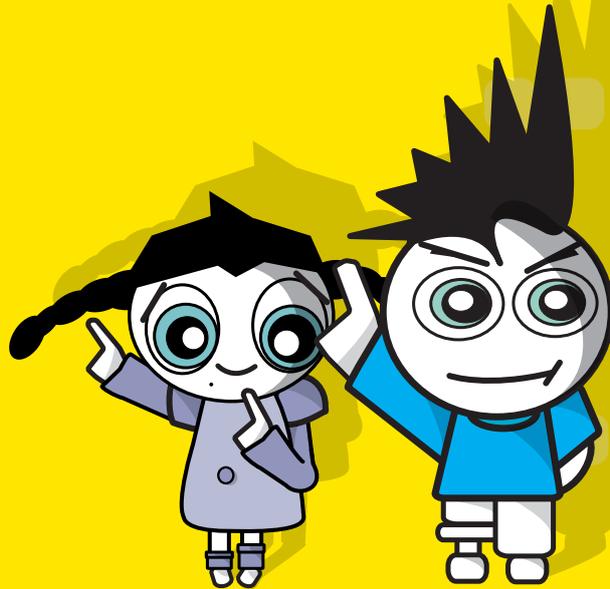
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PDST TECHNOLOGY IN EDUCATION

PDST
Professional Development
Service for Teachers | An tSeirbhís um Fhorbairt
Ghairmiúil do Mhúinteoirí
Funded by EU Connecting Europe Facility

webwise

webwise

//:WEBWISE INTERNET SAFETY AWARENESS
EDUCATION PROGRAMME TEACHERS' HANDBOOK://

*Webwise Internet
Safety Awareness
Education Programme
Teachers' Handbook*

Published by:
*The Professional
Development
Service for Teachers,
Technology in
Education*

Funded by:
*The EU's Connecting
Europe Facility and
the Department of
Education and Skills*

—
Dublin City University
Dublin 9
www.webwise.ie

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01

ABOUT THIS RESOURCE

Webwise Primary School Programme has been specifically designed for primary school teachers who wish to introduce internet safety into their teaching of the SPHE curriculum —

This Education Programme has been developed to assist and support educators when teaching students about the safe and responsible uses of the Internet. It is envisaged that the Webwise Education Programme will be taught as part of Social, Personal and Health Education (SPHE) curriculum in schools for children between the ages of 8 and 12.

The first part of this resource (Chapters 2, 3, and 4) focuses on skills needed for surfing the web such as effective and safe searching, downloading images, and determining what online content can be trusted. It is appropriate to use with children who are learning to use the internet for schoolwork or for generally finding information. It is designed specifically with 1st and 2nd class in mind. This section is followed by an assessment to determine if pupils have achieved the desired learning outcomes. A *Surfwise* certificate is provided and may be awarded to successful pupils.

The second section deals with the skills required to safely and effectively communicate online (Chapters 6, 7, and 8). It deals with issues relating to

sharing personal information online, treating others with respect, and dealing with spam. The chapters are designed for 3rd–6th class with some differentiated activities for 5th and 6th class only. It is envisaged that these lessons be used first in 3rd or 4th class then revisited in 5th and 6th class using the differentiated activities provided.

The webwise programme utilises a range of teaching methodologies with emphasis on the key methodology of the SPHE curriculum; active learning. The methodologies include discussion, circle work, pair and group work, responding to the media, in particular digital media. It integrates other curriculum subjects such as drama, language and visual arts methodologies.

This programme is made up of paper-based classroom activities and digital interactive lessons. The interactive lessons contain much of the exposition and key learning points. They introduce children to the characters of Niamh and Fionn as they learn about the internet for the first time. These interactive cartoons are designed to be used as a whole-class activity using a white board or digital projector. The activities may also be set up for a pair, an individual, or a small group to use at a classroom computer.
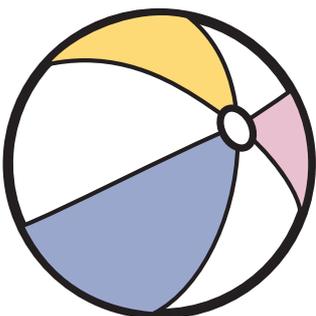
HOW TO USE THE INTERACTIVE LESSONS

The Webwise Primary Interactive Lessons are all available at www.webwise.ie/sphe . If you have difficulty accessing online content in the classroom, try downloading the interactive lessons beforehand. To do this, click the Download button at www.webwise.ie/sphe. When the file has downloaded to your computer open the file and then double-click the setup.exe file. Follow the various onscreen instructions to complete installation of the program.

Some devices, notably some Apple devices, do not support Adobe Flash Player. These devices cannot be used to access the interactive lessons.

Depending on your browser and security setting, when you try to open the interactive lessons you might find that nothing happens or you might be prompted that your browser has restricted this webpage from running potentially dangerous script. In this case, you should click on the warning message to display the configuration options and choose 'Allow Blocked Content' or you can try holding down the control (ctrl) key when clicking on the link. This usually allows pop-ups to open.

As you go through the interactive lessons the green play button will flash to indicate that you need to click it to move on to the next section. You will also come across questions from time to time that will allow you to get the class involved in the story as it unfolds. There are sections called 'Think About IT!' which are chosen as ideal times in the interactive lessons to pause for discussions.

ABOUT THE PDST TECHNOLOGY IN EDUCATION

PDST Technology in Education promotes and supports the integration of ICT in teaching and learning in first and second level schools. It is part of the national support service, the Professional Development Service for Teachers, which operates under the aegis of the Department of Education and Skills. The functions of the PDST Technology in Education were previously the responsibility of the National Centre for Technology in Education (NCTE), before the NCTE was integrated into the PDST in June 2012.

Webwise is the Irish Internet Safety Awareness Centre managed by the PDST Technology in Education. Webwise provides parents, teachers, and children with educational resources, advice and tools promoting safer more effective use of internet and mobile phone technologies. The work of the Webwise initiative is supported by funding from the Department of Education and Skills and the EU's Connecting Europe Facility.

PDST Technology in Education, Dublin City University, Dublin 9
TEL: 01 7008200 **» FAX:** 01 7008210 **» EMAIL:** internetsafety@pdst.ie
WWW.PDSTTECHNOLOGYINEDUCATION.IE

ABOUT THE PDST

Professional Development Service for Teachers [PDST] was established in September 2010, following the merger of previously established support services, to provide a cohesive professional development service for teachers across both the primary and post-primary sectors. The support provided to schools by the PDST addresses a variety of needs such as school leadership, development planning, curriculum change, education programmes, literacy and numeracy, and teaching approaches and methodologies. Continuing professional development and customised support are also provided to schools and teachers by PDST in response to system priorities.

The PDST operates under the Teacher Education Section of the Department of Education and Skills and it is managed by Dublin West Education Centre.

PDST, 14 Joyce Way, Park West Business Park, Nangor Road, Clondalkin
TEL: 01 435 8587 » **EMAIL:** info@pdst.ie » **WWW.PDST.IE**

ABOUT THE CAPP

The Child Abuse Prevention Programme, *Stay Safe*, is a support service that was first established in 1987 and that now operates under the PDST. CAPP is a primary school-based approach to the prevention of child abuse. The aim of the programme is to reduce vulnerability to child abuse and bullying through the provision of a personal safety education programme for pupils at primary school level. CAPP also delivers continuing professional development for teachers, training for Boards of Management and information sessions for parents.

The Stay Safe programme itself is a personal safety skills programme designed for use with primary school pupils from Junior Infants through to Sixth class. The programme seeks to enhance pupils' self-protective skills by participating in lessons related to safe and unsafe situations, bullying, inappropriate touch, secrets, telling and stranger danger.

The programme aims to give pupils the skills necessary to enable them to recognise and resist abuse and victimisation. It teaches pupils that they should always tell an adult that can help of any situation which they find unsafe, upsetting, threatening, dangerous or abusive.

The Stay Safe lessons are taught as part of the SPHE (Social Personal and Health Education) curriculum strand 'Myself' and the strand unit 'Personal Safety'.

CAPP, Bridge House, Cherry Orchard Hospital, Dublin 10
TEL: 01 6206347 » **FAX:** 01 6206347 » **EMAIL:** staysafe@pdst.ie » **WWW.STAYSAFE.IE**

INTRODUCTION FROM THE PDST TECHNOLOGY IN EDUCATION

We live in a time when, due to the influences of information and communications technologies, the way our children live their lives is changing; changing quickly and constantly. Nowhere is this more evident than with young people's use of the Internet. Consequently, young people need to develop the skills to become independent, effective and safe users of the internet.

Traditionally we have countered the negative aspects of media by developing literacy programmes that focused on protecting children from its corrupting influence. This approach is less effective in the face of the almost ubiquitous access to the internet. There is still a place for this approach as we can see in the provision of content filtering on the schools broadband network. While this is an effective measure, it would be a naïve of us to assume that children will always access the internet in a moderated environment. In this context, it is vital that we implement educational strategies that focus on empowerment, prioritising critical thinking and engagement rather than a defensive approach.

As educators, we can use this resource to help children to navigate the complexities of online information, and to capitalise on the opportunities this vast resource affords them. We can use it to raise awareness of how they can be influenced by online media, and how to distinguish between useful and unreliable content. We can also use it to sensitise children to their role in influencing the behaviour of others.

Internet safety education is well grounded in the new primary curriculum in Ireland. Media education is specifically provided for in Social Personal Health Education which consists of three strands: 'Myself', 'Myself and Others' and 'Myself and the Wider World'. The final strand contains two strand units – 'Developing Citizenship' and 'Media Education'. There is a dual emphasis at this level which is split between protection and empowerment. The NCTE and the Child Abuse Prevention Programme, operating as part of the PDST, have worked together in a positive way to develop this educational resource which will be used by schools to empower young people to be more effective and safer users of new media for identity, sociality, creativity and education.

This resource will help to advance young people's use of new media from initial enthusiasm towards empowerment and community participation.

The Professional Development Service for Teachers, Technology in Education (PDST) is focused on empowering children and young people to be safer, more effective and responsible internet users for life.

The measures undertaken by the NCTE include:

- ◗ The website **www.webwise.ie** is a key resource on internet safety, advice and guidance for pupils, teachers and parents.
- ◗ Internet safety seminars for parents in schools nationwide, in partnership with the National Parents Council (NPC).
- ◗ Providing internet safety training for teachers.
- ◗ The development of integrated educational programmes.

The PDST Technology in Education will remain at the forefront in promoting internet safety in Irish schools.

Jerome Morrissey
DIRECTOR — NATIONAL CENTRE FOR
TECHNOLOGY IN EDUCATION

INTRODUCTION

FROM THE CAPP

Introduction from the Child Abuse Prevention Programme

Children increasingly use the internet as a source of both fun and education. While it is indeed a wonderful resource there can be dangers and a potential for child protection issues to arise when children are using the internet. The Child Abuse Prevention Programme (CAPP), as part of the PDST, was delighted to collaborate with the NCTE in producing these materials for schools and see the production of the material as an additional resource for schools in furthering the aims of the Social Personal and Health Education Curriculum that specifically relate to Personal Safety.

The CAPP believe that these materials will compliment and extend the messages of the *Stay Safe* programme by enabling children to develop the skills necessary to keep them safe online and to know that they should always tell an adult when they come across inappropriate content or behaviour online.

MAKING_ THE LINKS_

MYSELFIE

STAY_SAFE   RSE

WALK_TALL   SPHE   WEBWISE
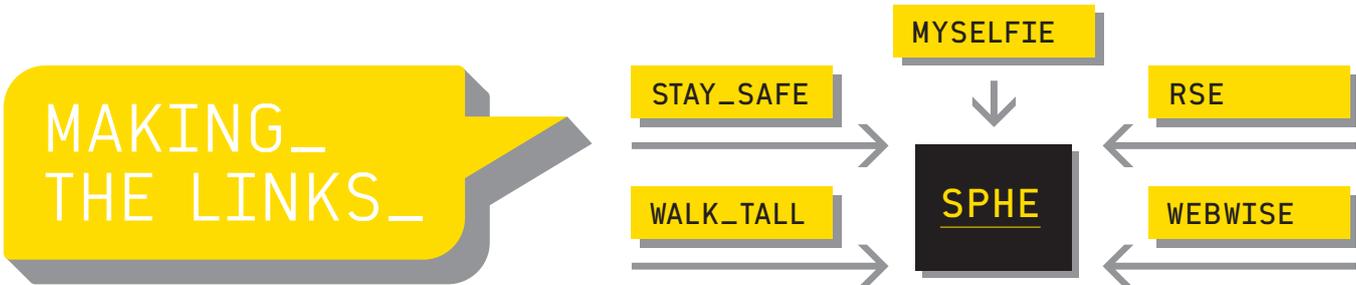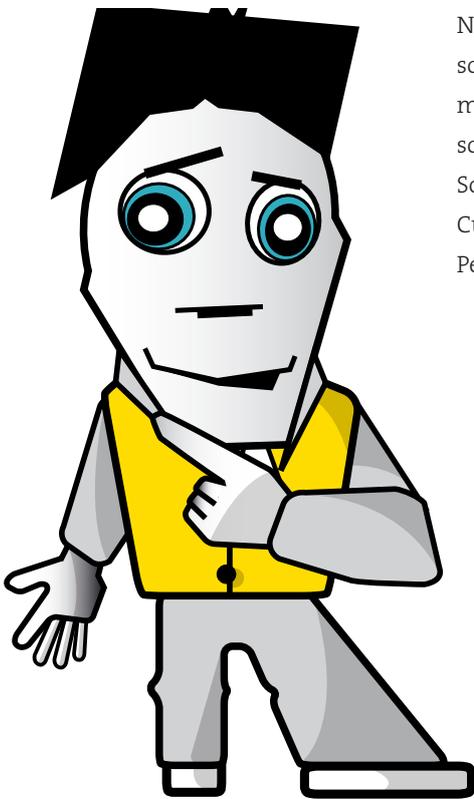
A PRACTICAL GUIDE TO THE USE OF PROGRAMMES SUPPORTED BY THE DEPARTMENT OF EDUCATION AND SKILLS IN THE IMPLEMENTATION OF THE SPHE CURRICULUM

CURRICULUM MAPPING

LEVEL 1ST & 2ND   CHAPTERS: 2, 3, 4, 5

SPHE

Personal Safety:

- Recognise and explore situations where children feel safe and those where safety might be at risk. Discuss and practice appropriate strategies for dealing with these situations.
- Explore how other people can persuade him/her to engage in unsafe behaviour and how this may be counteracted.

Media Education:

- Become aware of and learn about the different ways in which information can be communicated.
- Begin to distinguish between fact and fiction in stories or situations in different media forms.

ICT FRAMEWORK

ICT Framework Area S: Understanding the Social and Personal impact of ICT:

- Demonstrate understanding and critical awareness of the contribution of ICT to the individual and to our society.
- Recognise and name some everyday devices which use ICT (e.g. mobile phones, digital cameras, video cameras, DVD players, and GPS in cars, etc.).
- Identify and discuss some of the ways that ICT is used in the home, in the school, and in the everyday life in the community (e.g. communicating, searching, learning, form filling, online banking, booking tickets, photo editing, libraries and shopping, etc.).
- Demonstrate understanding and critical awareness of the contribution of ICT to the individual and to our society.
- Respect the rights and feelings of others in their use of ICT.
- Recognise the need to follow guidelines for responsible ICT use and care in the school.
- Recognise situations where they should ask for help when there are problems with ICT.

ICT Framework Area T: Thinking Critically and Creatively

- Demonstrate ability to research, access and retrieve information using ICT.
- Discuss with the teacher and children in the class the suitability of different resources for an information search (e.g. an encyclopaedia, a book, a CD, a web site or an image bank).
- Realise that information may be found in formats other than text (e.g. image, photo, video, sound, and newsletter).
- Recognise the web browser interface, know what hyperlinks look like and know that they can be clicked to get more information.
- Discuss suitable key words for a topic information search on the internet or on CD Rom with children in the class and the teacher.
- Conduct simple searches with teacher support (e.g. a simple word search, image search or learning quest).
- Look for relevant information for a topic independently on teacher pre-selected electronic resources (e.g. CD Rom, image bank, web page).
- Begin to distinguish fact from story on teacher selected websites.

ICT Framework Area F: Developing Foundational Knowledge, Skills and Concepts

- Understand class and school procedures and appropriate and inappropriate behaviour when using ICT (e.g. safety when searching and following school rules and guidelines for using ICT resources).
- The student should be able to understand and practice healthy and safe uses of ICT.

LEVEL 3RD & 4TH   **CHAPTERS: 6, 7, 8, 9, 10**

SPHE

Personal Safety

- Explore the rules and regulations that exist in school, at home and in society and the importance of adhering to these rules for keeping himself/herself and others safe.
- Identify people, places and situations that may threaten personal safety.
- Begin to assess the consequences of risky behaviour.

Making Decisions

- Become aware of and think about choices and decisions that he/she makes every day.
- Explore and discuss the factors that influence personal decisions and choices and the different levels of thought involved in making a decision.

My Friends and Other People

- Examine different types of friendship.

Media Education

- Explore the different ways in which information can be transmitted and learn to be discerning and selective about this information, with particular regard to language, behaviour, authenticity and attitudes.
- Discuss and explore television, radio, videos, computer games, the internet (worldwide web and e-mail) and other media.

ICT FRAMEWORK

ICT Framework Area S: Understanding the Social and Personal Impact of ICT

- Demonstrate understanding and critical awareness of the contribution of ICT to the individual and to our society.
- Recognise and name some everyday devices which use ICT (e.g. mobile phones, digital cameras, video cameras, DVD players, and GPS in cars, etc.).
- Identify and discuss some of the ways that ICT is used in the home, in the school, and in the everyday life in the community (e.g. communicating, searching, learning, form filling, online banking, booking tickets, photo editing, libraries and shopping, etc.).
- Demonstrate understanding and critical awareness of the contribution of ICT to the individual and to our society.
- Respect the rights and feelings of others in their use of ICT.
- Recognise the need to follow guide-lines for responsible ICT use and care in the school.
- Recognise situations where they should ask for help when there are problems with ICT.

ICT Framework Area T: Thinking Critically and Creatively

- Demonstrate ability to research, access and retrieve information using ICT.
- Discuss with the teacher and children in the class the suitability of different

resources for an information search (e.g. an encyclopaedia, a book, a CD, a web site or an image bank).

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- Recognise the web browser interface, know what hyperlinks look like and know that they can be clicked to get more information.
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- Conduct simple searches with teacher support (e.g. a simple word search, image search or learning quest).
- Look for relevant information for a topic independently on teacher pre-selected electronic resources (e.g. CD Rom, image bank, web page).
- Begin to distinguish fact from story on teacher selected websites.

ICT Framework Area F: Developing Foundational Knowledge, Skills and Concepts

- The student should be able to understand and practice healthy and safe uses of ICT.
- Understand class and school procedures and appropriate and inappropriate behaviour when using ICT (e.g. safety when searching and following school rules and guidelines for using ICT resources).

LEVEL 5TH & 6TH   CHAPTERS: 4

SPHE

Personal Safety

- Explore the rules and regulations that exist in school, at home and in society and the importance of adhering to these rules for keeping himself/herself and others safe.
- Identify situations and places that are safe and those where personal safety might be at risk.

Making Decisions

- Acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decisions he/she has to make.
- Explore and learn to examine critically the factors and levels of thought that influence decisions and choices.
- Recognise that decisions have consequences and that not all people will make the same decisions all the time.

- Recognise the important and legitimate role that adults have to play in making decisions and setting boundaries for young people.
- Recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned.
- Discuss and practise a simple decision-making strategy.
- Distinguish between assumption, inference, fact, rumour and opinion in making a decision.

Media Education

- Explore and understand how information is conveyed and practise relaying messages using a variety of methods.

ICT FRAMEWORK

ICT Framework Area S: Understanding the Social and Personal Impact of ICT

- The student should be able to demonstrate an awareness of, and comply with, responsible and ethical use of ICT.
- Recognise and respect the rights and feelings of others when expressing themselves using ICT.
- Recognise the need for, contribute to and adhere to classroom and school rules in using ICT.
- Apply care in using ICT devices, multimedia and digital equipment appropriately.
- Discuss and implement the school's AUP regarding the internet, email and other ICT devices.

ICT Framework Area F: Developing Foundational Knowledge, Skills and Concepts

- The student should be able to understand and practice healthy and safe uses of ICT.
- Discuss and apply school ICT procedures such as the Acceptable Use Policy (AUP).

ACKNOWLEDGEMENTS

02

WHAT IS THE INTERNET?

This module introduces the internet to the children, explains some basic terminology and shows them how to surf the web.

This module begins with a brief introduction to the internet, how it works, and how to access websites using a web browser, and it also shows how to bookmark websites so that you can find them again easily. This introduction is aimed at those who are new to IT and the Internet in particular. The module then continues with five 'Choice Activities', suitable for familiarising students with concepts such as searching for information and saving information once they've found it. It also introduces them to some age appropriate sites and activities.

Depending on the ability of the students and the resources available, you may decide to do all, some, or none of these activities.

Learning Outcomes:

When they have finished this module, your pupils will be able to:

- List some of things you can do online.
- Understand basic internet-related terminology.
- Open a web browser.
- Access a website by entering a URL.
- Navigate back and forwards between webpages.
- Explain what they should do if they access inappropriate content on the Internet.
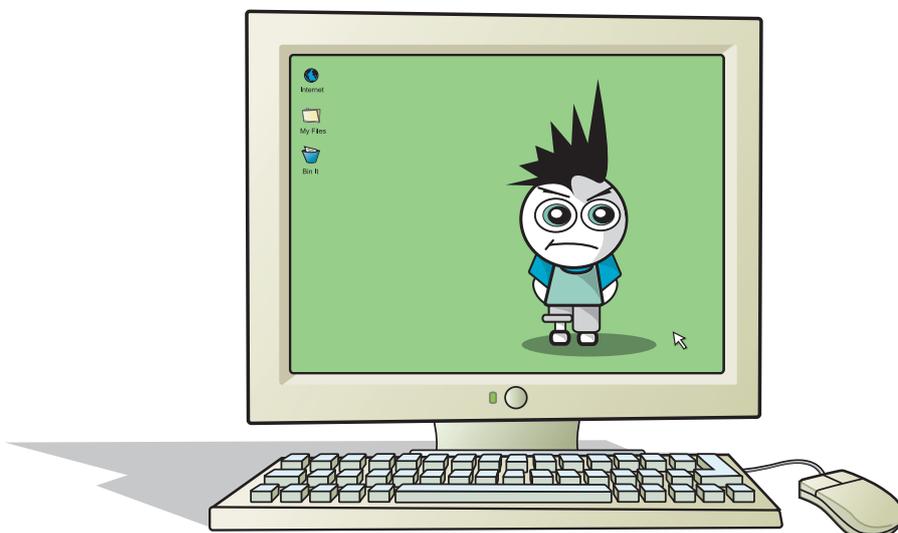
CURRICULUM MAPPING:

SPHE STRAND UNIT:
Media Education

ENGLISH STRANDS AND STRAND UNITS:
Oral: Competence and confidence in using language; Developing cognitive abilities through oral language.

Writing: Developing competence, confidence and the ability to write independently; clarifying thought through writing.

Reading: Developing interests, attitudes and the ability to think.

KEY VOCABULARY:

- Positive
- Negative

Some children may not understand these words fully.

ACTIVITY: THE GOOD & THE BAD

Teachers' Notes: In this activity the children are given the opportunity to work in pairs/groups as they come up with some ways to counteract the negative effects of the internet. You are trying to help them understand that the internet is a positive resource and rules can help it remain positive for everyone.

Examples of positive effects of the internet might be; communicating with friends who live far away, instant access to music or films you want to watch, researching for homework/project work. An example of negative effects of the internet might be that the children could see something they don't want to see. This lesson also gives the class and teacher a chance to recap on the *Stay Safe* programme and *Stay Safe* rules.

You will need:

- **Sheets of paper**
- **Flipchart/large sheet of paper/whiteboard**
- **Something to write with**
- **Sticky tape**

Duration

- **30 minutes**

KEY TAKE-AWAY:
Always tell a parent, a teacher or an adult that can help if you come across something online that worries you!
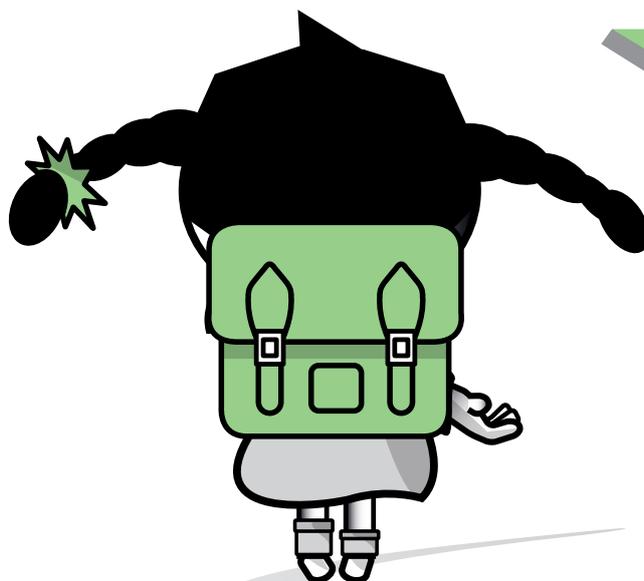
Step 1: Brainstorm

How many different things can you do on the internet? Get the children into pairs. Write the following question on the board: 'How many different things can you do on the internet?' Take two examples from the class and write them on the board around the question. Explain to the children that they will be feeding back their ideas in two minutes and they can use paper/pencil to write them down. Ask them to brainstorm with their buddy on the question 'How many things can you do on the internet?' – You have 2 minutes! After 2 minutes is up, take as many different ideas as you like and write them around the question.
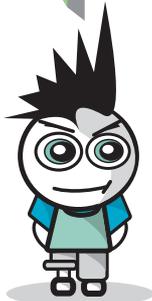
Step 2: Discussion

Positive and negative things about the internet. You can write this up on the board/flip-chart or simply use as an oral discussion. Using the ideas they have given, move onto a discussion on the positive parts of the internet or the list you have written up for them. After they have given some positive things about the internet, ask them: 'What are the negative or the bad sides to using the internet?' Try to get them to focus on seeing nasty and worrying content on the internet.

Step 3: Discussion

Preventing the negative things associated with the internet. Lead the discussion to how we could prevent the negative things associated with the internet or even lessen their harmful effects. You can use this as an opportunity to stress the importance of ground rules when using the internet in school, stressing the point that it is not always the pupils' fault if they come across something disturbing on the internet but that they must tell a grownup about it when it happens.

Step 4: Finish Up

Finish up the lesson with a quick question: 'Who would you tell if you saw something on the web that you didn't like or that made you feel unsafe?'. They can discuss in their pairs and feedback to you when they have finished.

HI I'M NIAMH!

HI I'M FIONN!

KEY VOCABULARY:

▶ web browser
▶ webpage
▶ browser icon
▶ internet
▶ website
▶ device
▶ broadband
▶ homepage

ACTIVITY: WHAT IS THE INTERNET?
[WEBWISE INTERACTIVE LESSON 1]

Teachers' Notes: This interactive lesson introduces children to the characters of Niamh and Fionn as they learn about the internet for the first time. These interactive cartoons are designed to be used as a whole-class activity but you can also set them up for a pair, individual, or small group to use at a classroom computer.

The children's experience will be varied. Some may have full knowledge and experience of the content in this lesson but others will be learning new information. It is important that all the class take part in this lesson regardless of their experience as it links seamlessly into the next activity of laying down ground rules for safe internet usage and gives them important vocabulary.

You will need:

▶ **Computer connected to projector/whiteboard with the Webwise Interactive Lessons navigation page open.**

Duration

▶ **30 minutes**

Step 1 : Open Up!
Open the **Webwise Primary Programme** at www.webwise.ie/sphe or by clicking on the downloaded program on your machine.

Step 2 : Interactive Lesson
Click on **Interactive Lesson 1: What is the Internet?** This should open a new window in which the interactive lesson will play automatically.

ACTIVITY: AUP

You will need:

▶ **Sheets of paper, something to write with**

Duration

▶ **10 minutes**

Step 1 : Brainstorm
Ask pupils to brainstorm with their buddy the different rules that should be in place in the classroom to help ensure that pupils have positive experiences and can manage negative situations.

Step 2 : Discussion
Compile a class list and lead a circle-based discussion on which rules are the most important. The top 5 rules should be written on a large sheet of paper and posted in a prominent position on the classroom wall.

Step 3 : Activity Sheet
Distribute copies of the **Online Usage Agreement Activity Sheet**. Read through the sheet and answer any questions the pupils might have.

ACTIVITY: ACCESSING A WEBSITE

You will need: **Duration**

▶ **Sheets of paper, something to write with**   ▶ **10 minutes**

Recap:

Remind the pupils of the rules agreed. Emphasise that pupils should tell you if they see anything that makes them uncomfortable.

Step 1: Activity Sheet

Distribute the **Exploring the Web Activity Sheet** to pupils. Send pupils in pairs to an internet connected computer in your classroom and ask them to follow the steps outlined on the activity sheet. If you have access to a computer lab you might want all pupils to do this at the same time.

Step 2: How to Use Your Browser

▶ Open your browser by double clicking on the browser icon on your desktop, or by going to **Start/Programs/Internet Explorer** (assuming Internet Explorer is your preferred browser).

▶ Type in **http://www.lego.com** to the address bar which will take you to Lego's homepage.

▶ Look around on the site; try clicking on some hyperlinks to go to other parts of the page.

▶ Try using the 'Back' and 'Forward' buttons in the top left corner.

ACTIVITY: INTERNET WORD SEARCH

Teachers ask pupils to identify words that we use when talking about the internet but that we don't use otherwise.

INTERNET_ WORD_ SEARCH_

INTERNET

DEVICE

HOME_PAGE

WEB_BROWSER

WEBSITE

BROADBAND

You will need: **Duration**

▶ **Sheets of paper, something to write with**   ▶ **10 minutes**

TAKE HOME ACTIVITY SHEET

GUIDELINES RATINGS PAGE

NAME:

....

NOTE TO PARENTS:

Dear Parent/Guardian, As part of the *Webwise Internet Safety* programme your child is doing in school, we'd like you to decide with your child how you would rate the following 15 guidelines in order of importance (1 = most important; 15 = least important). Once completed, please sign the sheet with your child and ensure it is returned to his/her teacher. The class will then compile the results and make a special 'Surfing Tools' poster. Thank you for your interest and co-operation, and remember, there are no right or wrong answers!

PLEASE RATE THE FOLLOWING FROM **1 TO 15**

Guideline	
I will never disclose any personal details to someone in a chat room.	
I will tell an adult if I find something online which upsets me.	
I will always treat others on the Internet as I would like to be treated.	
I will not insult or offend someone online even as a joke. They may not take it that way.	
I will always have fun in cyberspace and remember that the virtual world is not the real world.	
I will share with others my online experiences.	
I will always verify material I come across on the internet.	
I will ask permission from parents/guardians before I purchase anything online.	
I will take regular breaks if I am on the internet.	
I will not ask others to disclose personal information.	
I will not bother with adult material – that's for the oldies.	
Copying from the Net may be illegal. I always ask permission from the web author to use material from the Net.	
I never copy huge chunks of material from the Net for home work – that's cheating.	
I always bookmark my favourite sites. That way I can find them again really quickly.	
If someone sends me something by email that I don't like I will never forward it on. If I did, that would be spamming.	

STUDENT'S SIGNATURE:

....

PARENT'S/GUARDIAN'S SIGNATURE:

....

ONLINE
USAGE AGREEMENT

I ....
CHILD'S NAME [1]

Agree to the following:

I will always ask permission before I use the internet at home.

I will not send personal information about me or my family to anyone whom I encounter online without my parent's/ guardian's permission (including names, pictures, addresses, phone numbers, email addresses, names of sports clubs and schools), regardless of how nice and fun this person seems.

I will tell my parents/guardians or teachers about any upsetting or frightening material I find online.

I will share all the fun material I find online with my parents/ guardians.

I will keep my password a secret. I will not even tell my best friend.

I will not meet, in person, anyone I meet online unless my parents/guardians are with me.

I will treat others online the same way as I would like to be treated.

I will follow these rules regardless of where I am online.

I ....
PARENT'S NAME [2]

Agree to the following:

- I will go online with my child and explain clearly our family internet use policy.
- I will monitor my child's use of the internet and empower my child to teach me all the fun stuff he/she already knows.
- I will report any undesirable material found by my child to the proper authorities.
- I will instruct my child how to react to unwanted emails.
- I will help my child to find fun material online, whether for homework or just for our amusement!
- I will encourage my child to be respectful of others online.

I ....
TEACHER'S NAME

Agree to the following:

I will go online with my pupils and explain clearly our school internet use policy.

I will monitor my pupils' use of the internet.

I will report any undesirable material found by my pupils to the proper authorities.

I will instruct my pupils how to react to unwanted emails.

I will help my pupils to find fun material online!

I will encourage my pupils to show respect for others when they are online.

Signed by:

....
CHILD'S NAME

....
PARENT'S NAME

....
TEACHER'S NAME

....
CHILD'S NAME

....
DATE

....

1: CHILD REFERS TO ALL MINORS IN THE FAMILY.

2: PARENT REFERS TO LEGAL GUARDIAN.

NAME:

....

HOW_TO_
USE_YOUR_
BROWSER_

STEP 1

Open your browser by double clicking on the either of the following browser icons on your desktop:

ALTERNATIVE STEP 1

You can also open your browser by clicking on the Start button and then on the browser icon:

All Programs ▶

Log Off   Shut Do

start   3 Microsoft Office O...
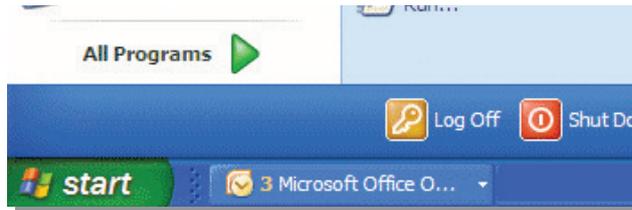
STEP 2

Type in **www.lego.com** into the address bar and press Return. This will take you to Lego's homepage.

LEGO.com Home - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.lego.com
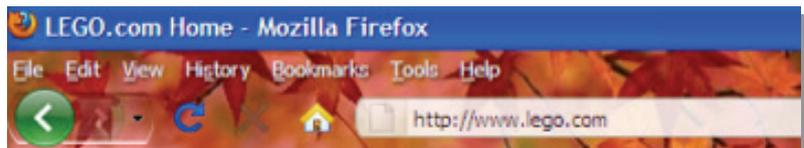
STEP 3

Look around on the site; try clicking on some links to go to other parts of the page. Try using the Back and Forward buttons in the top left corner.

File Edit View History

WORDSEARCH

NAME:

....

FIND:

- BOOKMARK
- BROADBAND
- BROWSER
- COPYRIGHT
- DEVICE
- DOWNLOAD
- FAVOURITES
- HOMEPAGE
- ICON
- INTERNET
- POP UP
- SEARCH
- VIRUS
- WEBPAGE
- WEBSITE

Z	D	E	X	T	H	E	P	C	N	E	N	O	U	F
Q	I	O	T	H	G	O	O	U	C	Y	T	A	A	B
Z	U	J	W	A	C	P	M	I	C	L	V	V	R	O
B	S	K	P	N	Y	I	V	E	W	O	O	G	E	O
S	R	B	Y	R	L	E	A	D	P	U	Q	W	S	K
K	E	O	I	Q	D	O	K	S	R	A	L	E	W	M
W	J	G	A	S	T	B	A	I	K	M	G	W	O	A
K	H	N	U	D	N	V	T	D	C	D	D	E	R	R
T	E	R	S	O	B	E	S	E	A	R	C	H	B	K
O	I	T	C	X	S	A	T	E	N	R	E	T	N	I
V	Y	I	I	L	I	B	N	H	E	Z	U	G	C	B
H	T	W	K	S	Z	V	S	D	D	F	U	Z	A	S
G	Z	B	W	I	B	O	K	S	C	I	E	S	T	W
P	O	P	U	P	G	E	M	O	K	V	E	I	R	S
Y	Z	U	D	P	P	U	W	W	K	J	D	J	Q	A

WORDSEARCH SOLUTION

[OVER, DOWN, DIRECTION]

Bookmark [15, 2, S]
Broadband [1, 4, SE]
Browser [14, 9, N]
Copyright [9, 1, SW]
Device [6, 6, NE]
Download [2, 1, SE]
Favourites [15, 1, SW]
Homepage [6, 1, SE]
Icon [3, 11, NE]
Internet [15, 10, W]
Pop Up [1, 14, E]
Search [8, 9, E]
Virus [1, 11, NE]
Webpage [1, 7, NE]
Website [8, 15, NW]

	D				H	E		C		E				F
		O			G	O	O		C				A	B
			W	A		P	M	I				V	R	O
B			P	N	Y		V	E			O		E	O
	R	B		R	L	E			P	U			S	K
	E	O	I		D	O			R	A			W	M
W		G	A	S			A	I			G		O	A
	H		U	D	N		T	D				E	R	R
T	E	R		O	B	E	S	E	A	R	C	H	B	K
	I	T		S	A	T	E	N	R	E	T	N	I	
V		I	I				N							
				S				D						
					B									
P	O	P	U	P		E								
						W								

03

SEARCHING THE INTERNET

This module aims to equip children with different strategies for avoiding harmful content when searching the internet.

This module begins with a brief introduction to the internet, how it works, and how to access websites using a web browser, and it also shows how to bookmark websites so that you can find them again easily. This introduction is aimed at those who are new to ICT and the internet in particular. The module then continues with three 'Choice Activities', suitable for familiarising students with concepts such as searching for information and saving information once they've found it. It also introduces them to some age appropriate sites and activities.

Depending on the ability of the students and the resources available, you may decide to do all, some, or none of these activities.

CURRICULUM MAPPING:

SPHE STRAND UNIT: Personal Safety and Media Education

ENGLISH STRANDS AND STRAND UNITS:
Reading: Reading strategies, reading for pleasure and information, developing interests, attitudes and the ability to think and responding to text.

Learning Outcomes:

When they have finished this module, your pupils will be able to:

- Use a search engine to search the web.
- Identify search returns linking to inappropriate search returns.
- Bookmark websites.
- Deal appropriately with unwanted pop-up windows.

Teachers' Notes: Children may not be aware of the term '*copyright*'; it is important that children learn about how copyright and property work online.

They may not be able to link the idea of buying a CD in a shop and downloading it for free; some adults may not be aware of this! It can be pointed out that downloading music, films, games etc. from some websites can be illegal.
They should always ask an adult before they download anything to a device.
This activity consists entirely of the interactive lesson.

ACTIVITY: HOW DO I USE THE INTERNET
[WEBWISE INTERACTIVE LESSON 2]

You will need:

○ Computer connected to the projector/whiteboard with the *Webwise Primary Programme* installed.

Duration

○ 30 minutes

Step 1: Open the **Webwise Primary Programme** on your PC.

Step 2: Navigate to **Webwise Interactive Lesson 2: How do I use the Internet?** Click 'Start'.

KEY TAKE-AWAY:
Children should ask an adult before they download anything to their device! A download may be illegal, inappropriate or cause a virus on the device.

KEY QUESTIONS:

○ What does copyright mean?

○ What type of work is copyrighted?

○ What should we do before we download any material to a device?

○ What can happen if you download materials from the internet without permission?

ACTIVITY: COPYRIGHT

Step 1: Open the **Webwise Primary Programme** at www.webwise.ie/sphe

Step 2: Give the children the **Copyright Activity Sheet**.

KEY VOCABULARY:

○ copyright   ○ search engine

○ bookmark   ○ virus

○ favourites   ○ pop up

ACTIVITY: ADDING FAVOURITES AND SAFE SURFING

You will need:

○ **Computer with internet access**
○ **Adding Bookmarks Activity Sheet**

Duration

○ **30 minutes**

Step 1: Enable safe searching on Google before pupils perform the **Searching the Web** activity. This will already have been done in most schools. Consult http://www.webwise.ie/parents/how-to-google-safesearch-for-parents-and-teachers/ for information on enabling Google SafeSearch.

Step 2: Distribute the **Adding Favourites Activity Sheet** to pupils. Send pupils in pairs to an internet connected computer in your classroom and ask them to follow the steps outlined on the activity sheet. If you have access to a computer lab you might want all pupils to do this at the same time.

Step 3: Distribute the **Searching the Web Activity Sheet** to pupils. Send pupils in pairs to an internet connected computer in your classroom and ask them to follow the steps outlined on the activity sheet. If you have access to a computer lab you might want all pupils to do this at the same time.

Step 4: Distribute the **My Pictures Activity Sheet** to pupils. Send pupils in pairs to an internet connected computer in your classroom and ask them to follow the steps outlined on the activity sheet. If you have access to a computer lab you might want all pupils to do this at the same time.

NAME:

....

DATE:

....

DRAW A PICTURE OF YOUR FAVOURITE CHARACTER.

IT COULD BE A SINGER OR A CHARACTER FROM A BOOK,

TV/FILM OR COMPUTER GAME.

When you have finished this picture, you are now the sole owner of this drawing. No one else can use this without your permission. You are the owner of the copyright of this picture.

So, copyright is owned by the creator of the work. The work can be anything such as a book, CD, music or game. As long as you can see, hear or touch it. There is logo or picture that tells us something is copyrighted. It is the letter 'c' enclosed in a complete circle [see top of page].

What type of things can be copyrighted? Name things on the internet that could be copyrighted. You might be able to work with your partner on this.

....

....

....

....

....

NAME:

....

Did you know that when you find some fun sites on the internet, you could store them in your computer so you could always go back and visit them again? Now let's practice making a folder where you can store all your favourite websites.

Open your browser and type in www.webwise.ie. Because this site is really fun and also helpful, it is good to have easy access to it. That is why we are going to add it to our 'Favourites' or 'Bookmarks'.

At the top of the browser, type in the address of the website you want to **BOOKMARK/FAVOURITE**.

Next, click the star to **BOOKMARK/FAVOURITE** the site.

A window opens and you should decide where you'd like to save your favourite/ bookmarked sites. Often people save their favourite sites to the Bookmarks Bar.
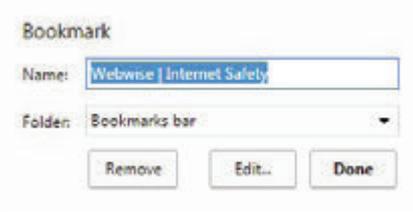
By doing this, the **WEBWISE** page is saved, and you always have easy access to it. The next time you open your browser, **WEBWISE** will be in your **FAVOURITE/BOOKMARKED** sites.
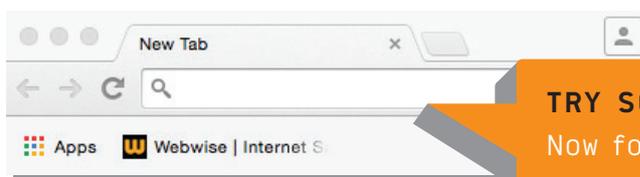
TRY SOME MORE:
Now follow the same steps, and try adding one of your own favourite websites!

NAME:

....

Open your browser and go to www.google.com.

Do a search for your school by typing the full name of your school into the search window [eg St Mary's National School].

How many pages did you find?

Now go back to www.google.com.

Type the full name of your school into the search window again, but this time put quotes " " around what you type in.

How many pages did you find this time?

Did you get a different number than before?

Now go back to www.google.com again.

This time search for a famous sports team, but don't use quotes.

How many pages did you find?

Next go back to www.google.com one last time.

Search for the same sports team again, but this time use quotes around what you type in.

How many pages did you find now?

What do you think is the difference between doing a search with quotes and without quotes?

....

....

Which do you think is better? Why?

....

....

....

NAME:

....

If you find any cool pictures on the internet that you want to keep, you can do that. To find pictures/images on the internet it is very helpful to use a search engine like Google. Just follow these few simple steps:

1. Open your browser.

2. Type in **http://www.google.com**.

3. Above the search window there are some options, including 'Images'. Click there.
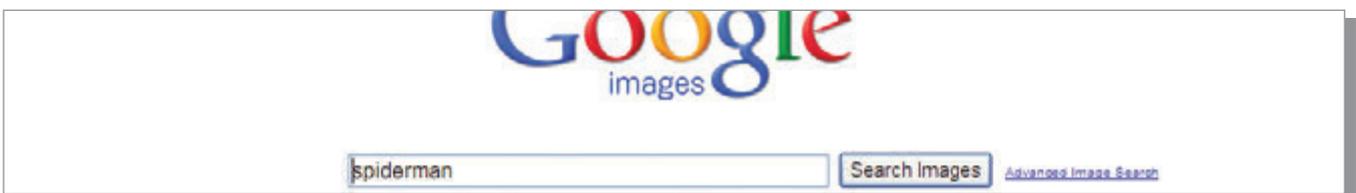
4. Now type a word for which you want to find pictures. Let's try to search for pictures of Spiderman. Type Spiderman in the search window and click the 'Google Search' button. Now you get a page full of pictures of Spiderman. How many pictures did the search engine find?

5. Pick the picture that you like the best. Move the mouse over the picture and right click the mouse. The following menu should appear:
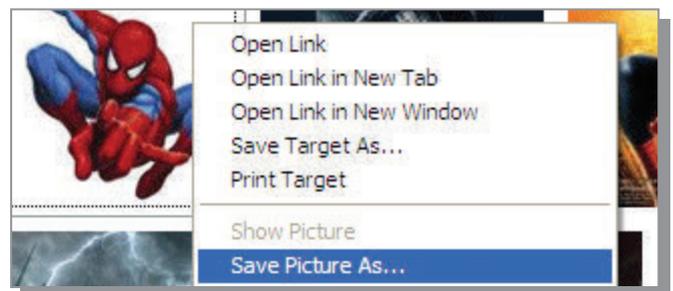
6. From this menu choose 'Save Picture As...'. Some browsers might say 'Save Image As...'.

7. Then another window opens, asking you where you want to save the picture. It is best to save it in a folder called 'My Pictures'. This way it will be easy to find your favourite pictures because they will be all together.

TRY SOME MORE:
Now you have saved the picture in your computer. Try searching for more pictures and save them all together in this folder.
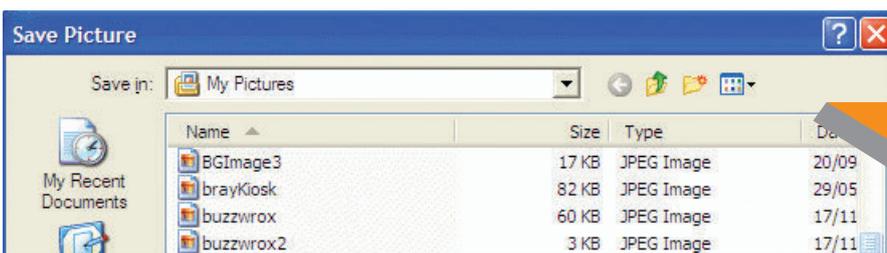
8. Finally, click on the 'Save' button.

04

WHAT CAN I TRUST ONLINE?

This module aims to encourage students to question what they see on the internet and to employ strategies to identify reliable sources of online content.

This module deals with the issue of 'source criticism'. In short, who puts information on the internet and why they put it there. Given the age of the target audience, phrases such as 'intellectual property' are avoided. Also references to such things as credit card fraud, while relevant to an adult discussion on source criticism, are not immediately relevant for 8–10 year olds. Depending on the ability of the students and the resources available, you may decide to do all, some, or none of these activities.

CURRICULUM MAPPING:

SPHE-STRAND UNITS: Personal Safety and Media Education.

ENGLISH STRANDS AND STRAND UNITS: Oral: Competence and confidence in using language; Developing cognitive abilities through oral language.

Writing: developing competence, confidence and the ability to write independently; clarifying thought through writing.

Reading: developing interests, attitudes and the ability to think.

Learning Outcomes:

When they have finished this module, your pupils will be able to:
- Explain that you can't believe everything you see online.
- Implement strategies to verify the trustworthiness of internet content.

KEY QUESTIONS:

- Which medium would you use the most often? Book, newspaper or website?

- Which medium would you use to find out about the world? Why?

- Which medium, do you think, costs the most money to make?

- Which medium is the easiest to share with other people?

- Which option do you trust the most? Why do you trust this one the most?

KEY VOCABULARY:

- Medium
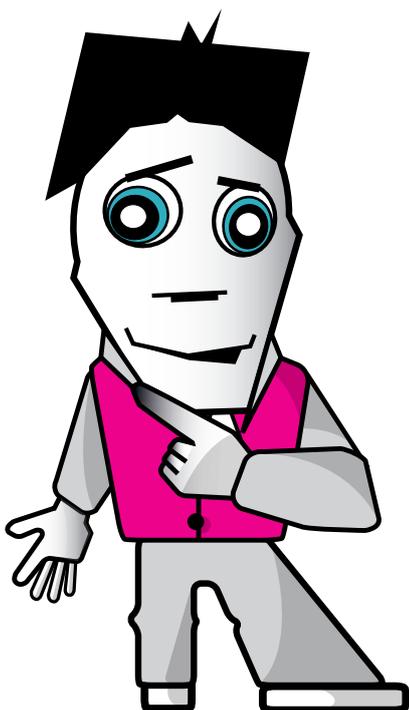
ACTIVITY: MAKE A STAND

Teachers' Notes: This activity is designed to give the students an opportunity to move around and talk with their peers about the topics raised. If there is a lack of open space, or if you are concerned about disturbing other classes, you can achieve the same objectives using the **Make a Stand Activity Sheet**.

This activity sheets is intended to act as an information sheet for students, and a starting point for a classroom discussion. The aim is to encourage students to question what they see on the internet.

You will need:

- Three signs: Book, Website, Newspaper.
- Some sticky tape or blu tack.

Duration

- 20 minutes

Step 1: Clear the room as much as you can. On one wall post a sheet with the word 'Book' written on it, write 'Website' on another sheet, and 'Newspaper' on the final sheet. Ask pupils to stand near the sign representing the medium that they use most often. Choose one or two students from each group to elaborate on their choice. The teacher can provide feedback at all stages during this activity, while emphasising that there isn't always one correct answer.

Step 2: Next, ask pupils to stand nearest the sign representing the medium that they would use to find out about what is happening in the world. Again, choose some students to justify their choice.

Step 3: Ask pupils to choose which option costs the most money to produce. Again, stimulate discussion and provide feedback.

Step 4: Ask pupils to choose which option is easiest to share with other people. Again, stimulate discussion and provide feedback.

Step 5: Ask pupils to choose which option they trust most? Again, stimulate discussion and provide feedback. After you have given pupils a opportunity to talk about their choices, give them the opportunity to change their minds by moving to a different sign.

KEY TAKE-AWAY:
The internet is a great source of information but it is not always reliable. You must do something to check that it can be trusted.

Top Sites —
This is an activity sheet for the children to take home and complete with their parents/guardians. It will recap on the basic points of *Webwise Interactive Lesson 3* above, focusing on the strategic questions that a child will need to ask to ascertain if a website is trustworthy.

ACTIVITY: WHAT CAN I TRUST ONLINE?
[WEBWISE INTERACTIVE LESSON 3]

You will need:

Duration

○ Computer connected to the projector/whiteboard with the *Webwise Primary Programme* installed.
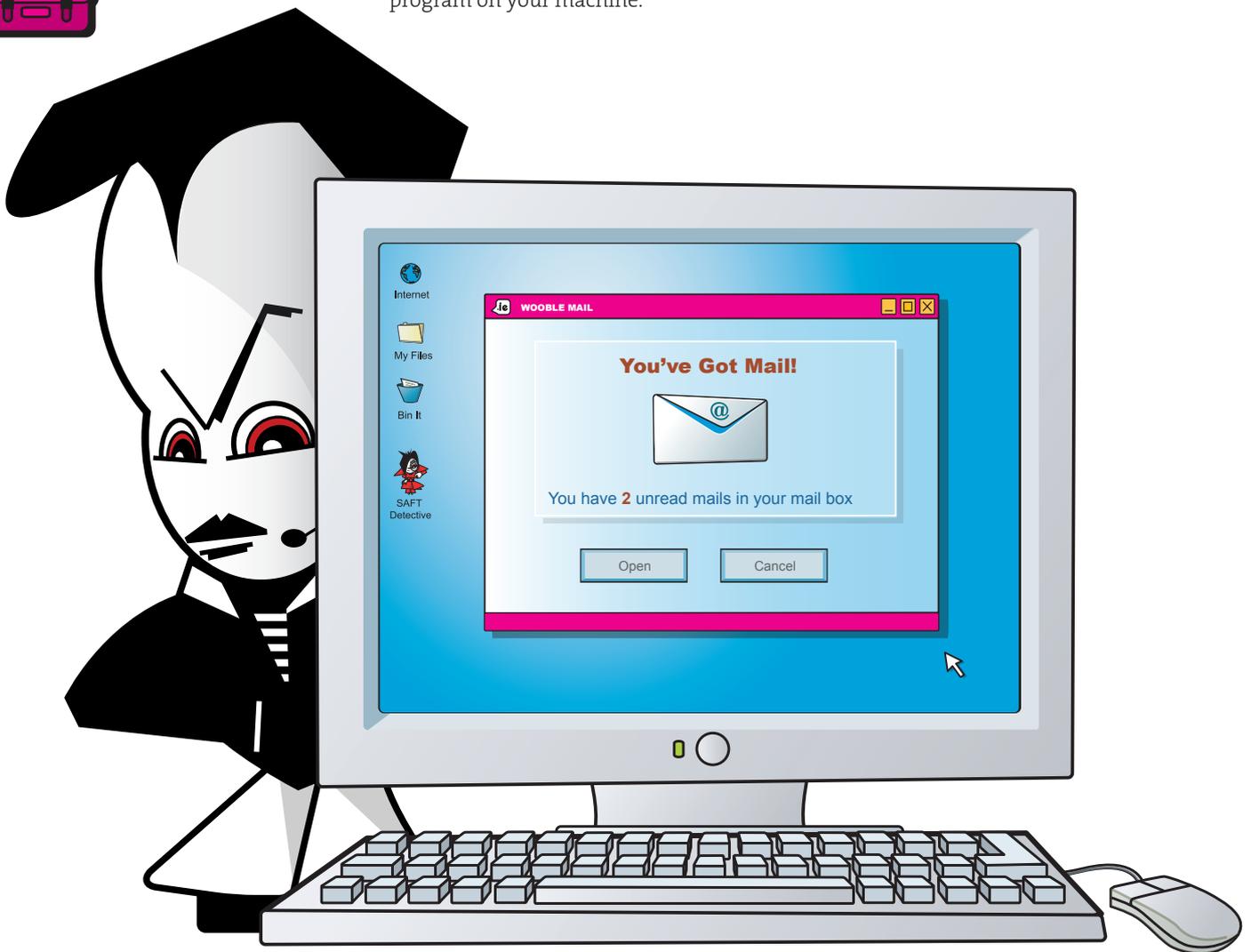
○ 30 minutes

Step 1:
Open the **Webwise Primary Programme** at www.webwise.ie/sphe or by clicking on the downloaded program on your machine.

Step 2:
Navigate to **Surfwise Lesson 3** and click Start.

Internet

My Files

Bin It

SAFT Detective

WOOBLE MAIL

You've Got Mail!

@

You have **2** unread mails in your mail box

Open   Cancel

NAME:

....

There are so many good websites on the internet but there is so much information to take in. How do we know if these websites are correct or even telling the truth? Anyone can put a website up online and sometimes the people who make these websites can make mistakes or tell you the wrong information. If you are doing a project in class or looking up information for homework, how can you tell if the information is right or not?

You can use these 4 questions when you are looking at a new website...

Golden Rules—Ask yourself these questions!

Who owns the website?
Why did they build it?
What will they do with your information?
When was it last updated?

One website that you can trust is called *Scoilnet*. It contains loads of trustworthy information.
Log on, run through the 4 questions with an adult.

Who owns scoilnet.ie?

....

Why did they build scoilnet.ie?

....

What will scoilnet.ie do with your information?

....

When was scoilnet.ie last updated?

....

Staying on scoilnet.ie, search for 'Vikings'. Write down 5 things about the Vikings that this website tells you.

1.
....
2.
....
3.
....
4.
....
5.
....

Write down 2 other trusted websites that you use. You might be able to share them with your class.

....
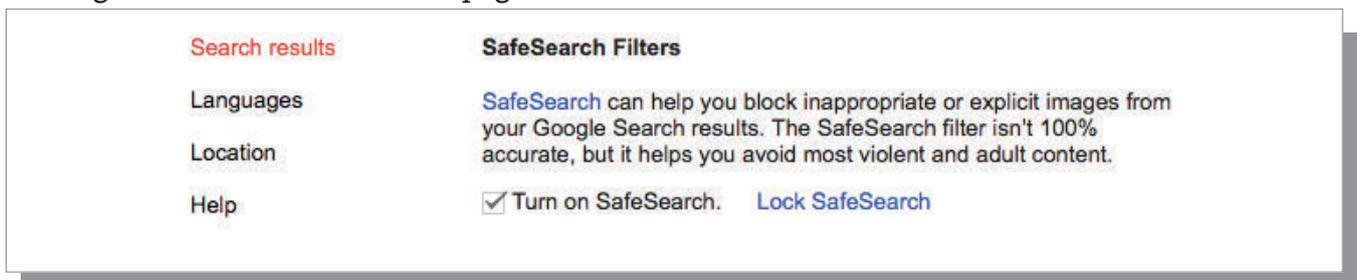
Google, Bing and most other search engines have safety modes that can be used to filter content is not suitable for children from appearing in search returns. To enable this function you need to configure your search engine preferences.

To configure your search engine preferences click the 'Settings' on the bottom-right-hand corner of the Google search engine. You'll sometimes have to click a grey cog wheel icon to access the settings.

Google Search	I'm Feeling Lucky

Google.ie offered in: Gaeilge

About   Privacy   Terms   Settings
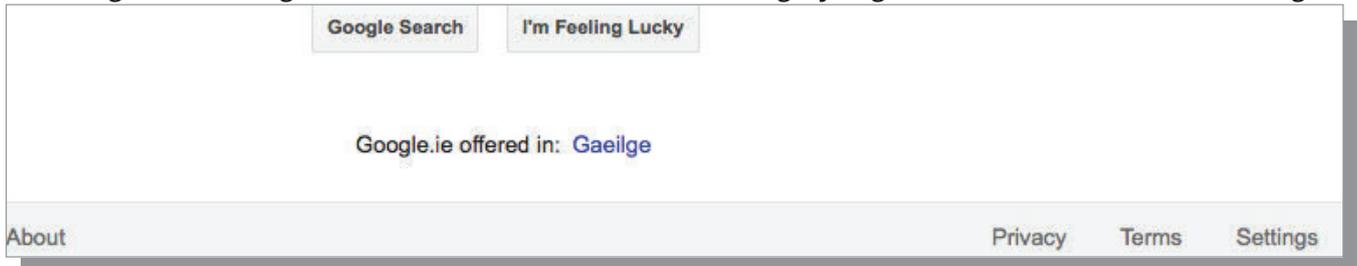
After clicking 'Search settings', select the 'Turn on SafeSearch' option and save your settings by clicking 'Save' at the bottom of the page.

Search results   **SafeSearch Filters**

Languages   SafeSearch can help you block inappropriate or explicit images from
                       your Google Search results. The SafeSearch filter isn't 100%
Location   accurate, but it helps you avoid most violent and adult content.

Help   ✓ Turn on SafeSearch.   Lock SafeSearch

If you have a Google account (or Gmail) you can click on the 'Lock SafeSearch' link to prevent others from disabling this setting on this computer.

« Back to Search settings

Lock SafeSearch

Locking SafeSearch sets SafeSearch to use strict filtering and restricts the ability of users to change this preference. Strict filtering filters both explicit text and explicit images from your search results. Learn more

[Lock SafeSearch] [Cancel]

You will then be asked to login into your account. When you log in you click the 'Lock SafeSearch' button. This ensures that search returns are filtered from this browser (you will need to repeat this process for all installed browsers). Check this by searching for a term that you would expect to return adult content. You will see that coloured balls are displayed beside the search field; this indicates that SafeSearch is in use. Filtering options are not 100% reliable. They tend to work better for sexual content than violent content.
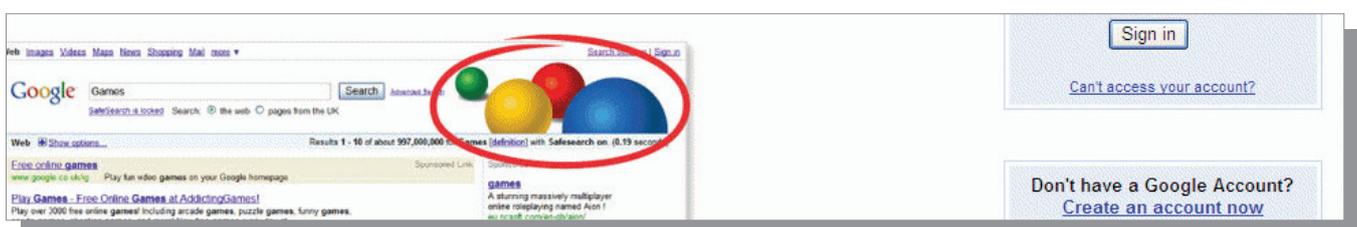
NAME:

....

WHO CAN PUT STUFF ON THE INTERNET?
Anyone can! This is great because now it's easy to find out just about anything.
But you have to be careful. Just like in real life, people on the internet can make mistakes and tell lies. Sometimes on the internet it's even harder to know if someone is telling lies because you can't see them.

THINK ABOUT IT!
HOW CAN YOU TELL IF SOMEONE'S TELLING LIES IN REAL LIFE?

HOW DO I KNOW IF WHAT I SEE ON THE INTERNET IS TRUE?
There are a few ways of checking. Find out who owns the web site. Do they have a good reputation? If you're not sure, ask your teacher. Compare what you see on the internet with information from other places, like books and magazines. Compare what you see on the Internet with what you already know. Look for a date on the website. If the website is very old, the information might be out of date.

THINK ABOUT IT!
HOW CAN YOU TELL IF SOMETHING YOU'RE READING IS AN AD?

ARE THERE ADS ON THE INTERNET?
Yes! There are lots and lots of ads on the internet—just like on TV. But on the internet, they can pop up anywhere. When you're reading something it's important to know if someone's trying to sell you something.

NAME:

....

IS IT OK TO COPY THINGS FROM THE INTERNET?

If you want to copy something exactly from the internet and use it in a project or on your own website, you should to do a couple of things: Ask permission from the owner of the website to copy their stuff. This is only fair since it's their work. When you copy the stuff into your own project or website, always say where you got it from. Again, this is only fair. Otherwise, it's like robbing the work they did.

THINK ABOUT IT!

HOW WOULD YOU FEEL IF SOMEONE COPIED ALL YOUR HOMEWORK WITHOUT TELLING YOU?

WHY DO SOME SITES ASK ME FOR PERSONAL DETAILS?

Some websites collect information about people so they know what kind of ads to show them. Then they sell this information to other sites. That's why sometimes you get emails from sites you never visited. This is called spam and in Europe it's against the law.

THINK ABOUT IT!

DO YOU MIND WEBSITES SELLING YOUR NAME TO EACH OTHER?

HOW DO I KNOW WHAT A WEB SITE WILL DO WITH MY PERSONAL DETAILS?

Good web sites will have a 'Privacy Policy'. This tells you exactly what they're going to do with your name, email, or any other information you give them. But as a rule you should never give any personal details over the internet without checking with an adult first.
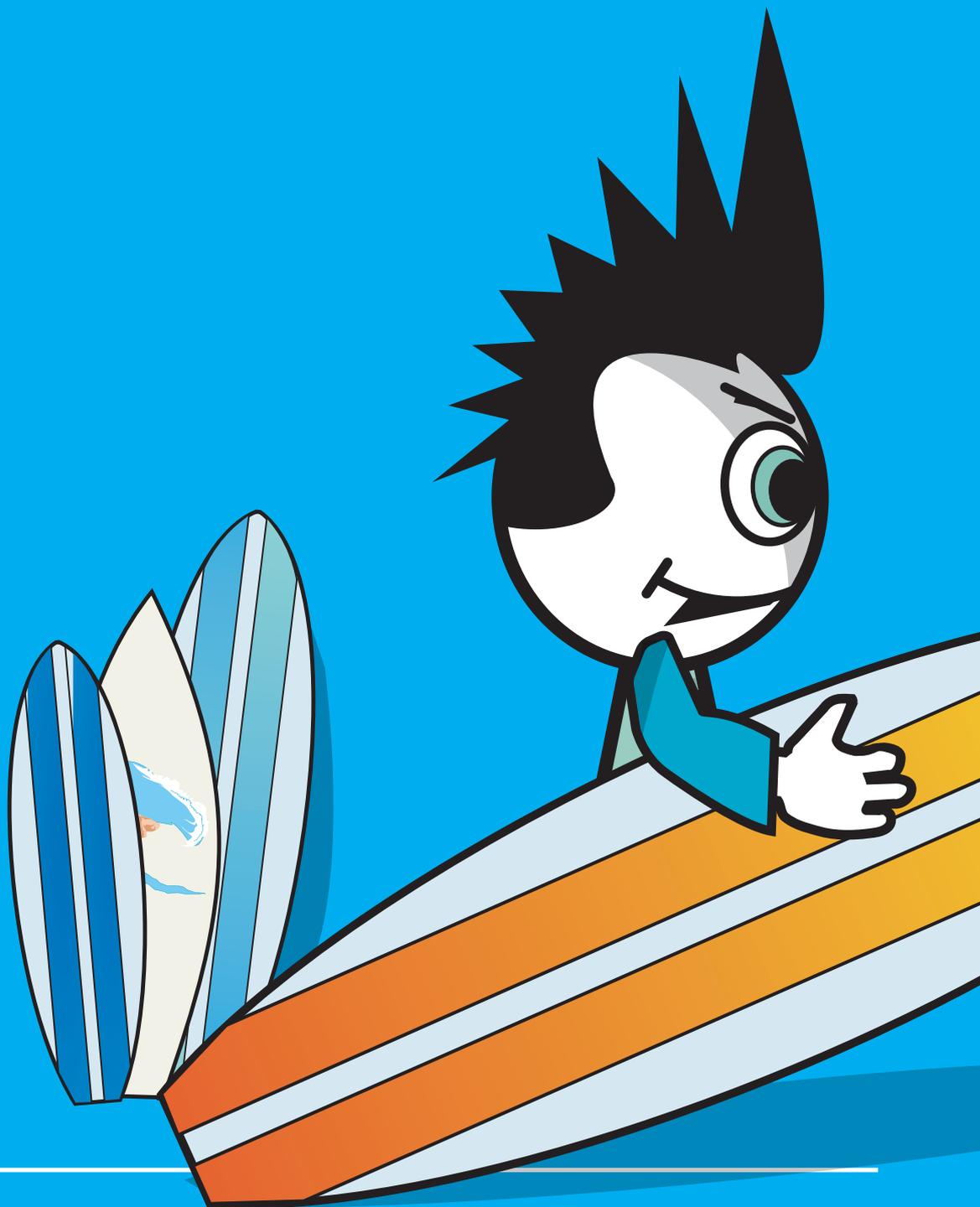
05

SURFWISE ASSESSMENT

This module aims to assess your pupils ability to access information on the internet without taking unnecessary risk. It also gives you an opportunity to reward their achievement in meeting the key learning outcomes of the first four modules of this programme.

CURRICULUM MAPPING:

SPHE-STRAND UNITS: Personal Safety and Media Education.

ENGLISH STRANDS AND STRAND UNITS:
Oral: Competence and confidence in using language; Developing cognitive abilities through oral language.

Writing: developing competence, confidence and the ability to write independently; clarifying thought through writing.

Reading: developing interests, attitudes and the ability to think.

This module aims to assess your pupils ability to access information on the internet without taking unnecessary risk. The assessment is embedded in an online quiz. Pupils are given five randomised multi-choice questions and must give two correct answers in order to pass the test. If you prefer to use a paper-based assessment, a ten question multi-choice test sheet is provided. Pupils that successfully pass the test can be given a *Surfwise* certificate to take home. The certificate details the skills that the pupils have attained; we feel that this is a good way of keeping parents informed on what their children are learning in class. A certificate is included in this publication which can be easily copied. There is also a high-quality version of the certificate in the **Webwise Primary Programme** on your PC (Navigate to **Resources/Surfwise Certificate**).

Learning Outcomes:

When they have finished this module, your pupils will be able to:

▶ Demonstrate confidence and good decision making when surfing the internet.

ACTIVITY: SAFE SEARCHING
[WEBWISE INTERACTIVE LESSON 4]

You will need:	Duration
▶ **Computer connected to the internet**	▶ **10 minutes**

Step 1: Open the Webwise Primary Programme at www.webwise.ie/sphe or by clicking on the downloaded program on your machine.

Step 2: Navigate to Webwise Interactive Lesson 4: Surfwise Quiz.

Step 3: Present students with Surfwise Certificate.

OR
Step 1: Distribute photocopies of Surfwise Quiz Activity Sheet.

Step 2: Present students with Surfwise Certificate.

ACTIVITY SHEET | SURFWISE QUIZ

NAME:
....

1 **What do you think is the most reliable way of checking if a website is telling the truth?**

If it has an official web address.

It came up first in the search results.

The author's e-mail address is on the website.

Other sources say the same thing.

2 **Do you think it is ok to copy information from the internet to use in an essay for school?**

Yes so long as you say where you got it from.

It depends on how much you see.

It's ok so long as you change some words.

No, this is cheating.

3 **Which of these options do you think is the best way to tell if a website is reliable enough to give your personal information, like an e-mail address to?**

The site has an image of a padlock on it.

The site tells you when it was last updated.

By reading the privacy policy.

They have a good reputation.

4 **You come across a website on the Internet which contains pictures which upset you. Do you:**

Tell your parents.

Log off and tell your parents.

Log off and tell nobody.

5 **You find a site online which you have never used before however it is selling a DVD you want for half the price in the shops, should you:**

Buy the DVD and tell nobody – it's great value.

Ask permission from an adult.

Ask permission and 'check the source' of the website.

6 **The web is like an encyclopaedia and therefore I can trust the information I find on the Internet.**

True

False

7 **Which of these applications do you think are internet browsers?**

Internet Explorer

Google

AJkids

Yahooligans

8 **Which of the following do you think are search engines?**

Internet Explorer

Google

AJkids

Yahooligans

9 **Who do you think can create a website?**

Anyone.

Anyone, once their website is approved by the government.

Anyone, once their website passes a strict test to make sure its not telling lies.

Anyone who has a website license.

10 **Which sections on a website usually tell you about who owns the website? Choose more than one option.**

Site Map

Contact Us

About

Home Page

SURFWISE
CERTIFICATE

CONGRATULATIONS _____
YOU ARE OFFICIALLY SURFWISE!

You are able to find information on the internet and check if it is reliable. You know what to do if you come across anything that worries you. You have agreed to follow rules about internet use.

Date: _____

Signed: _____

webwise

well done! :)

06

PERSONAL INFORMATION

This module aims to get pupils to engage with the concept of privacy and to consider what that means in the context of their use of online interactive services.

This module gets the children to engage with their own use of the internet and to explore the concept of privacy. The exposition section of the talk is embedded in an interactive cartoon where the main characters, Fionn and Niamh, blunder through their first experience of sharing personal information online. The cartoon is interspersed with questions and interactive elements and gives students very clear practical advice on what information about themselves they should give when signing up to websites.

CURRICULUM MAPPING:

SPHE-STRAND UNITS:
Personal Safety, Making Decisions, My friends and other people, Media Education

ENGLISH STRANDS AND STRAND UNITS:
Oral: Developing receptiveness to oral language, Competence and confidence in using language; Developing cognitive abilities through oral language.

Writing: developing competence, confidence and the ability to write independently; clarifying thought through writing.

Reading: Reading for pleasure and information.

Drama: Exploring and making drama, reflecting on drama, cooperating and communicating in making drama.

Learning Outcomes:

When they have finished this module, your pupils will be able to:
- Distinguish between public and private information.
- Identify information that is appropriate to share over the Internet.
- Employ strategies to protect their personal information when registering on websites.

Username
Name
Address

ile No.
ol
obies
Email address:

SUBMIT
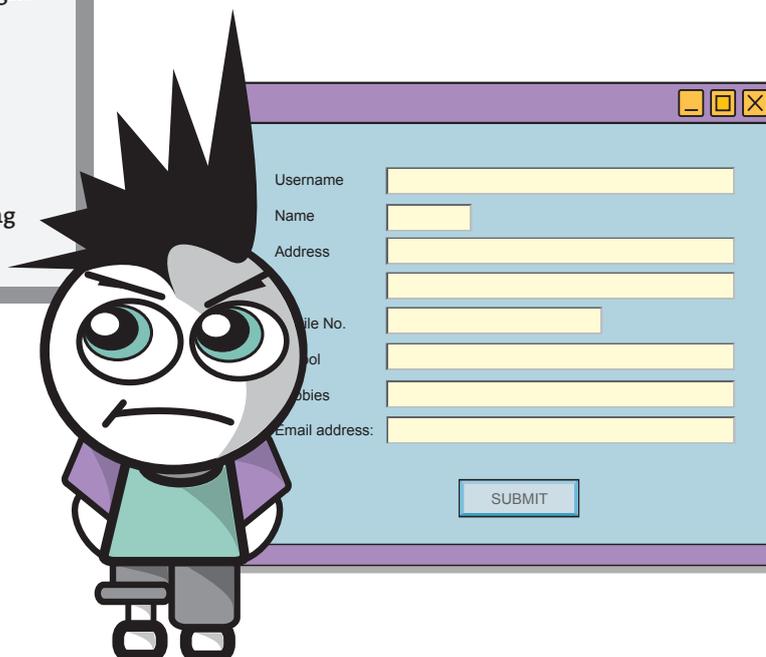
KEY QUESTIONS:

- What is happening in this picture?
- Do you know anyone in this picture?
- What do you know about them?
- What do you not know about them?
- Why not?
- What is the difference between a hard copy and a digital photo?
- What are the consequences of putting up photos and personal information on the internet?
- What could happen with your information?

KEY VOCABULARY:

- hard copy
- privacy
- consequences
- inappropriate
- irresponsible

ACTIVITY: WHAT IS PRIVACY?

Teachers' Notes: Privacy is a difficult concept to understand. Even amongst adults there is rarely agreement on an exact definition. This activity aims to get the pupils to discuss the concept of privacy. After completing this activity they should have an awareness of the nature of privacy and be able to apply this knowledge to their own lives.

This activity is carried out with discussion around a photo. The information for the children is contained on an activity sheet.

You will need:	Duration
Computer connected white board or digital projector	30 minutes

Step 1: Show this photograph of Brian O'Driscoll lifting the Grand Slam trophy to the class. Certain aspects of their lives are private. Some of these people even have staff to protect them from the public. They are public figures but also have a private life. They do not share all aspects of their life. They often employ people to release information for the public.

Take this opportunity to discuss the fact that you copied this photo from the Internet. Talk about the difference between hard copy and digital photos. The three key points to emphasise about digital photos are:

- Digital photos, like anything else on the internet, can easily be copied by anyone who sees them.
- Digital photos can be shared easily and instantly with millions of people by email or posting them on Facebook etc.
- Photos uploaded to the internet can't be removed.

For these reasons, you need to be careful about what pictures you upload to the internet. Once you've posted them you can't control who sees them. After completing this activity they should have an awareness of the nature of privacy and be able to apply this knowledge to their own lives. Discuss and agree the consequences of inappropriate and irresponsible posting of personal information.

Step 2: Using the 'Privacy' activity sheet, ask the children to think, pair and share the answers to the questions. First of all, they silently think about the questions, then they pair up and share their ideas with their partners. A whole class methodology can be used here but the children will have more of an opportunity to understand the concept of privacy if they can brainstorm around the activity sheet in a 'Think, Pair, Share' way.

ACTIVITY: PERSONAL INFORMATION ONLINE
[WEBWISE INTERACTIVE LESSON 5]

You will need:	Duration
▷ **Computer connected to the projector/whiteboard with the Webwise Primary Programme installed.**	▷ **30 minutes**

Step 1: Open the Webwise Primary Programme at www.webwise.ie/sphe or by clicking on the downloaded program on your machine.

Step 2: Navigate to Webwise Interactive Lesson 5: Personal Information Online and click Start.

ACTIVITY: REGISTRATION FORM

You will need:	Duration
▷ **Blank 'All About Games' Registration Forms**	▷ **20 minutes**
▷ **Photocopier**	
▷ **Blu-tac**	

Step 1: Distribute the blank Registration Form to each student. Explain that this is a paper version of a **Registration Form** for a games website and asks the pupils to fill it in as if they were online. Collect all and photocopy 3 or 4 of the completed forms to A3 size.

Step 2: The pupils return to classroom (with all forms). Ask the children why it is not appropriate to put one's personal details on the Internet. Take discussion points and place on the board.

Step 3: Return each pupil's completed forms. In their pairs, the children can give suggestions as discussed as to what appropriate details and inappropriate details were entered there. You can facilitate as you walk around.

The pupils could delete/cross out all personal details entered on their own forms, leaving only non personal information. Speak to the pupils and their parents about the possibility of creating a 'disposable' webmail address for the filling in of online forms. Some may have done this already.

Step 4: Shred or tear up the A3 forms to demonstrate how to deal with personal information that should not be disclosed.

Step 5: Walk out to the front school gate and railings. Suggest sticking the forms to the gate/railings and ask the students if would be a wise thing to do.

NAME:

....

Look at this picture and think about these questions. You can share the answers with your partner.

Why do some sites ask me for personal details?

What is happening in this picture?

Do you know anyone in this picture?

What do you know about them?

What do you not know about them?

Why not?

Certain aspects of their lives are private. Some of these people even have staff to protect them from the public. They are public figures but also have a private life. They do not share all aspects of their life. They often employ people to release information for the public. We know it is easy to copy a photo from the internet but that photo doesn't really belong to us. If we take a photo ourselves then we own it.

Digital Photos – think about this!

- Digital photos, like anything else on the Internet, can easily be copied by anyone who sees them.

- Digital photos can be shared easily and instantly with millions of people by email or posting them on Facebook and anywhere really!

- Photos uploaded to the internet can't be removed. For these reasons, you need to be careful about what pictures you upload to the internet, as once you've posted them you can't control who sees them.

Think before you click!

What are the consequences of putting up photos and personal information on the internet? What could happen with your information?

....

....

....

....

ACTIVITY SHEET

REGISTRATION FORM

Use your favourite new suitable Username to complete the registration

form below to join the Robowarrior Chat room.

All About Games

Register for all-you-need-to-know and more about games.

Just Fill out these simple details and you'll be Gaming before you know it.

Name

Age

Address

Mobile No.

School

Hobbies

Email address:

SUBMIT

TAKE HOME ACTIVITY:

Discuss with your parents why your Username should be different to your real name. Explain to them which information should be kept private on the internet.

PARENT:

....

DATE:

....

07

RESPECTFUL ONLINE COMMUNICATION

This module aims to highlight the effects of harassment online or by text message on the recipient of the message and to outline the appropriate coping strategies.

This module aims to foster a sense of care and respect for others online and by mobile phone.

Learning Outcomes:

**When they have finished this module, your pupils will be able to:**
- Outline appropriate strategies for coping with online harassment and bullying
- Demonstrate appropriate care and respect for others in their online interactions

Teachers' Notes: Bullying is not a new phenomenon. However, the ways in which it happens is changing. Technologies are being used by young people for a wide range of activities that annoy, harass and intimidate each other. Depending on the context, these behaviours can be considered anywhere on a spectrum from relatively harmless to very damaging. According to the Anti-Bullying Procedures a once-off offensive or hurtful message, image or statement posted on a public online forum where that content can be viewed and/or shared by other people is considered as bullying behaviour. In contrast a once-off offensive or hurtful text message or other private communication does not fall within the Procedures' definition of bullying.

Different types of online harassment

Personal Intimidation – this behaviour includes receiving threatening SMS messages, posting abusive and threatening comments on the victim's profile or other websites, or sending threatening messages via instant messaging.

Impersonation – This behaviour involves setting up fake profiles and web pages that are attributed to the victim and it can also involve gaining access to someone's profile or instant messaging account and using it to contact others while impersonating the account or profile owner.
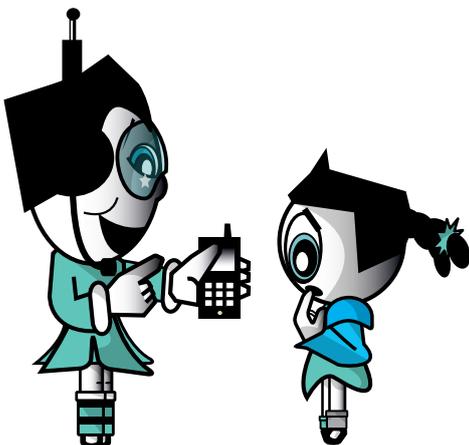
Exclusion – This behaviour involves blocking an individual from a popular group or community such as a school or class group in Bebo, deleting them from friendship lists, and/or using 'ignore functions'.

Personal Humiliation – This behaviour involves posting images or videos intended to embarrass someone. It can involve users sharing and posting images or videos of victims being abused or humiliated offline, or users sharing personal communications such as e-mails or text messages with a wider audience than was intended by the sender.

False Reporting – This behaviour involves making false reports to the service provider or reporting other users for a range of behaviours with a view to having the user's account or website deleted.
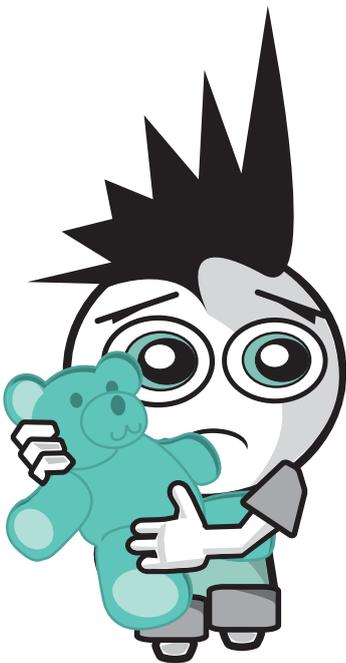
Key Advice for Children:

Don't reply to messages that harass or annoy you – Even though you may really want to, this is exactly what the sender wants. They want to know that they've got you worried and upset. If you respond with an even nastier message it makes them think that they really got to you, and that's just what they want. They might even complain about you!

Keep the message – you don't have to read it, but keep it. If you keep getting messages that upset you, you will need to have evidence in order to get help. Website owners, mobile phone companies and the Gardaí will all look for evidence before they will be able to take any action to help you.

Block the sender – You don't need to put up with someone harassing you. If you are getting messages that upset you, you can block the person simply by clicking the block button. On some mobile phones you can block a caller's number.

Tell someone you trust – Talking to your parents, friends, or someone you trust is usually the first step in dealing with any issue. In the case of school-related bullying messages you should also talk to a teacher you trust or a guidance counsellor. You can. If you need to speak to someone straight away please call Childline on 1800 66 66 66. The phone service is still the quickest way to talk to Childline.

ACTIVITY: CHATTING ONLINE
[WEBWISE INTERACTIVE LESSON 6]

This activity is carried out with discussion around a photo. The information for the children is contained on an activity sheet.

You will need:	Duration
▶ **Computer connected to projector/whiteboard with the Webwise Primary Programme installed**	▶ **30 minutes**

Step 1: Open the Webwise Primary Programme at www.webwise.ie/sphe or by clicking on the downloaded program on your machine.

Step 2: Navigate to Webwise Interactive Lesson 6: Chatting Online and click Start.

ACTIVITY: CYBERBULLYING

This activity is carried out with discussion around a photo, the information for the children is contained on an activity sheet.

You will need:	Duration
▶ **Publications: Webwise Poster: 'Text Bully'**	▶ **30 minutes**
▶ **Large sheets of chart paper**	
▶ **Markers or paint**	
▶ **Text Bullying Activity Sheet**	

Step 1: Recap on previous lessons on bullying. Display a poster/photograph of the Webwise 'Text Bully Poster' and ask the children to 'read the photograph'. Through the process of questioning the poster and provoking a discussion the children will be able to explore the issue of cyberbullying and suggest what to do if one is being bullied or cyberbullied.

Step 2: The teacher displays the top-half only of the Text Bully Poster on a large sheet of chart paper. The pupils are invited to look carefully at the picture for a few minutes. They are then to think of as many questions as possible that they would like to ask about the picture. The teacher writes these around the picture. The children can reflect on the questions asked.
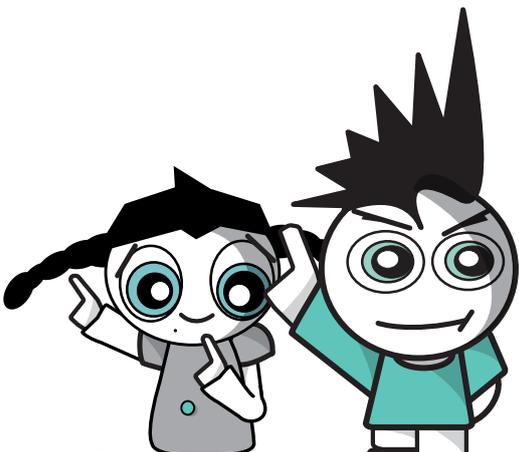
Discuss the following with the children. Group, pair, or whole class methodologies can be used here.

- What is cyberbullying?
- Why is this an example of cyberbullying?
- How is cyberbullying the same as bullying?
- How is it different?
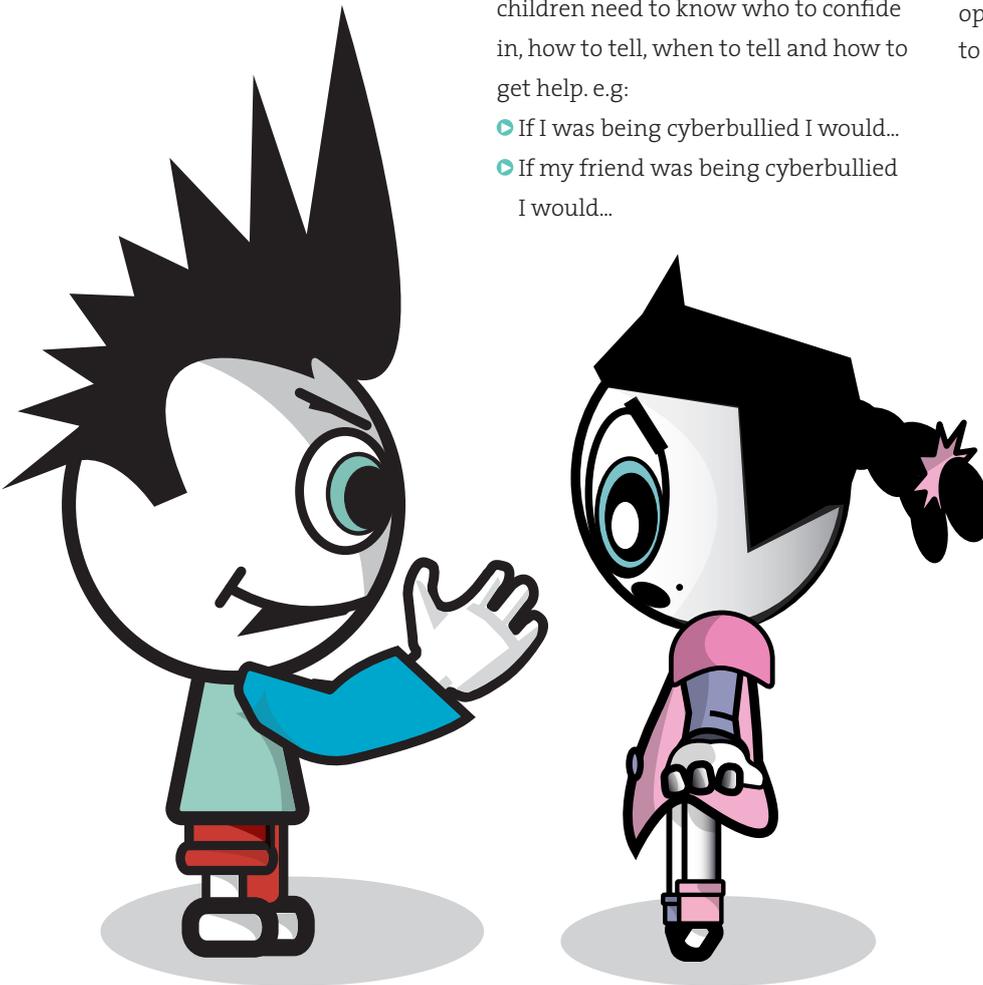- How does cyberbullying hurt a person?

Step 3: Through open-ended sentences the children examine ways of dealing with bullying and cyberbullying. The children need to know who to confide in, how to tell, when to tell and how to get help. e.g:

- If I was being cyberbullied I would...
- If my friend was being cyberbullied I would...

Step 4: The teacher displays the full poster on a large sheet of chart paper. The children are asked to explain the advice and coping strategies on the Text Bully Poster.

- Don't Reply.
- Keep the Message.
- Block the Sender.
- Tell someone you Trust.

Ask the children to rank these 4 items in terms of importance, 1–4, and discuss their reasoning. This can be done on the factsheet or in their copies. They could then show this to their parents at home. This might give parents the opportunity to show their child how to save a message or block a sender.
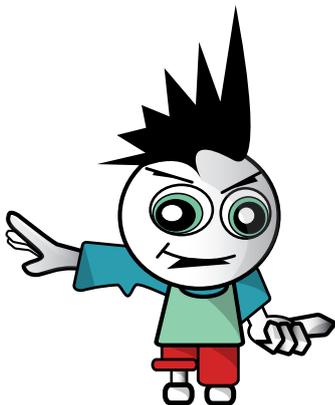
ACTIVITY: ROLE PLAY 'CYBERBULLYING SITUATION CARDS'

Teachers' Notes: 5th and 6th Class only. Cyberbullying is another type of bullying. Dealing with and reacting to bullying will have been covered all the way through the child's learning in the primary school discretely in the SPHE lessons but also in a positive whole school climate and an active anti-bullying policy.

You will need:

- Paper
- Writing tools
- Stay Safe teachers' manual-available online

Duration

- 30 minutes

Step 1: Ask the children about bullying. What is it? Write their definitions on the board. Explain that for this activity, the children will be focusing on cyberbullying. Remind them of the previous learning in 3rd and 4th class. Discuss the different types of cyberbullying and how they can manifest themselves. It is important that the child can define what cyberbullying is and that he/she knows that a once-off offensive or abusive post on a public forum or social networking service is considered to be bullying.

Step 2: Have the children work in pairs. Ask them to write down a bullying situation on a piece of paper. Some children may need help with thinking of different situations. Remind them of the examples of online harassment in this chapter. Discuss ways to handle the situations without fighting. Some safety strategies are:

- Say 'no' and mean it in an assertive way.

- Remind yourself that you deserve to be happy and not bullied.
- Get away and tell an adult you trust in private.

The children may have their own strategies and these need to be encouraged and listened to. But, the core principles of assertiveness, action and confiding in someone have to be reinforced by the teacher.

Step 3: Again, in their pairs, ask them to pick one of their role play situations and reenact it using positive and assertive safety techniques. It may be better for the teacher to walk around from group to group and observe and give advice. If children are given the chance to 'act out' bullying, some can end up being focused on performance as opposed to practicing the safety techniques. Emphasis should be on practicing safety techniques.

STAY SAFE PROGRAMME:

THE STAY SAFE PROGRAMME contains a module on the area of Bullying in primary schools. This can be a useful time for the children to recap on this knowledge.

This activity is designed to give the children the knowledge and skills to be aware of cyberbullying when it occurs. It also uses role play to enable the children to practice how they should approach cyberbullying in terms of how it is making them feel. The role play activity also gives the children a forum to practice their assertive skills in a relaxed atmosphere.

MYSELFIE AND WIDER WORLD
MySelfie and the Wider World is an SPHE resource intended to engage 5th and 6th class students on the topic of cyber bullying. A series of short animations are the centrepiece of the resource. This five-lesson resource helps students develop the skills and understanding to be responsible, socially conscious and effective internet users, as they explore social networks for the first time.

NAME:

....

WAYS OF DEALING WITH CYBERBULLYING;
- ☐ **DON'T REPLY.**
- ☐ **KEEP THE MESSAGE.**
- ☐ **BLOCK THE SENDER.**
- ☐ **TELL SOMEONE YOU TRUST.**

Rank the 4 items in terms of importance, 1–4. Which was your most important one and why?

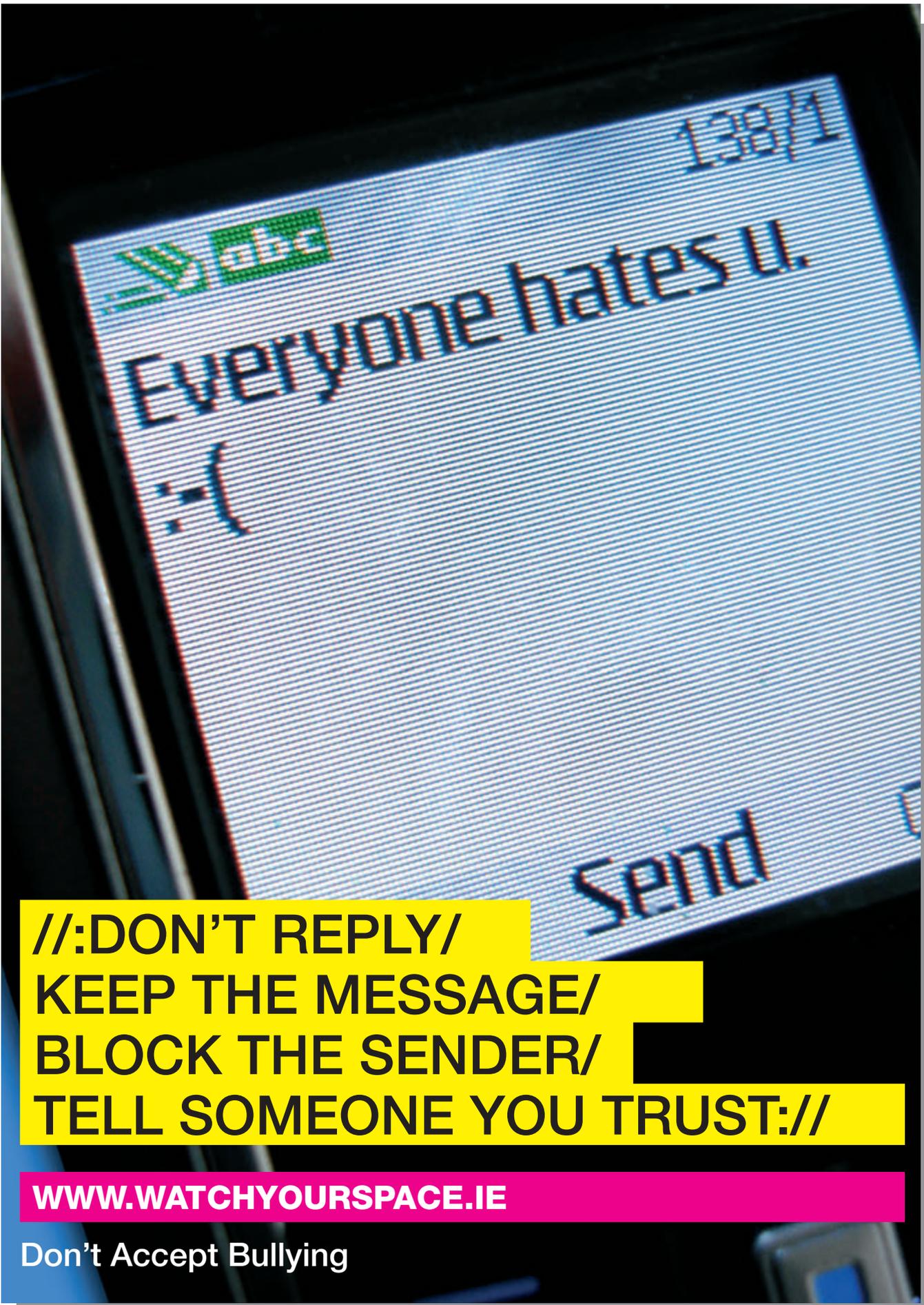..

....

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....

//:Don't reply to messages that harass or annoy you. Even though you may really want to, this is exactly what the sender wants. They want to know that they've got you worried and upset. If you respond with an even nastier message it makes them think that they really got to you, and that's just what they want. They might even complain about you!

//:Keep the message. You don't have to read it, but keep it. If you keep getting messages that upset you, you will need to have evidence in order to get help. Website owners, mobile phone companies and the Gardaí will all look for evidence before they will be able to take any action to help you.

//:Block the s ender. You don't need to put up with someone harassing you. If you are getting messages.that upset you, you can block the person simply by clicking the block button. On some mobile phones you can block a caller's number.

//:Tell someone you trust. Talking to your parents, friends, or someone you trust is usually the first step in dealing with any issue. In the case of school-related bullying messages you should also talk to a teacher you trust or a guidance counsellor. You can. If you need to speak to someone straight away please call Childline on 1800 66 66 66. The phone service is still the quickest way to talk to Childline.

138/1

Everyone hates u. :-(

Send

//:DON'T REPLY/ KEEP THE MESSAGE/ BLOCK THE SENDER/ TELL SOMEONE YOU TRUST://

WWW.WATCHYOURSPACE.IE

Don't Accept Bullying

//:DON'T REPLY/
KEEP THE MESSAGE/
BLOCK THE SENDER/
TELL SOMEONE YOU TRUST://

WWW.WATCHYOURSPACE.IE

Don't Accept Bullying

08

ANONYMOUS ONLINE

This module aims to raise awareness amongst children that the people they are interacting with online are not always who they seem to be.

This module aims to make pupils aware that not everyone that they communicate with online is who they claim to be. It also sets out rules about meeting up with people that they have first met online.

Learning Outcomes:

When they have finished this module, your pupils will be able to:
- Take due care when making friends online.
- Understand that people they meet online aren't always who they say they are.
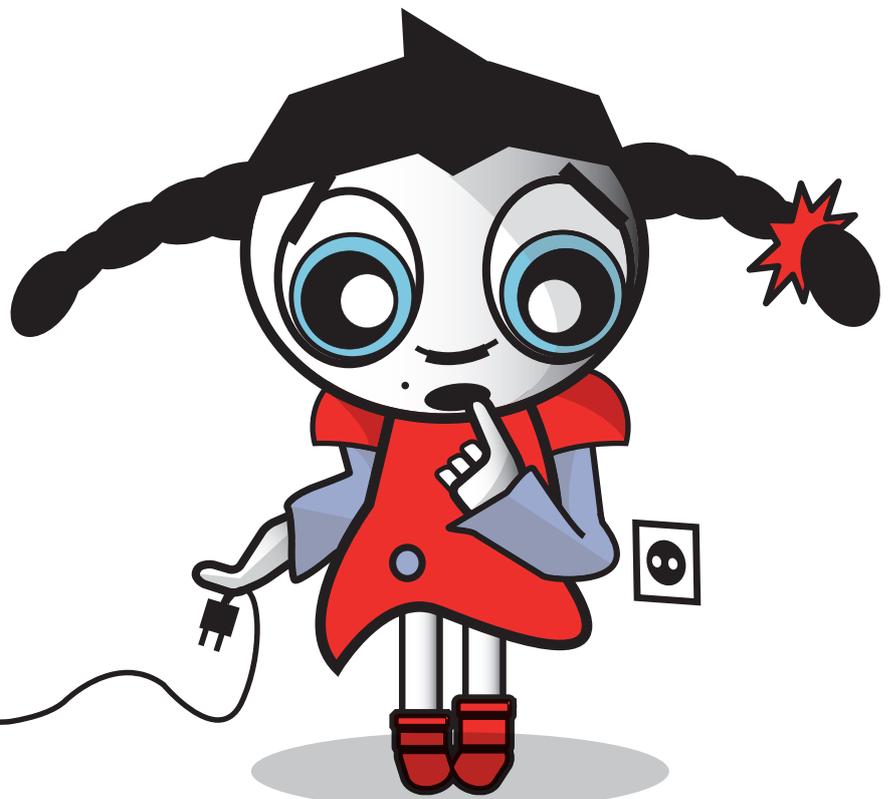
ACTIVITY: REAL FRIENDS AND ONLINE 'FRIENDS'

Teachers' Notes: The children will each fill in a **True/False Friend Activity Sheet**, half of which will be true, half false. They will be collected and read out to the full class and the class will try to determine real information from false.

You will need:

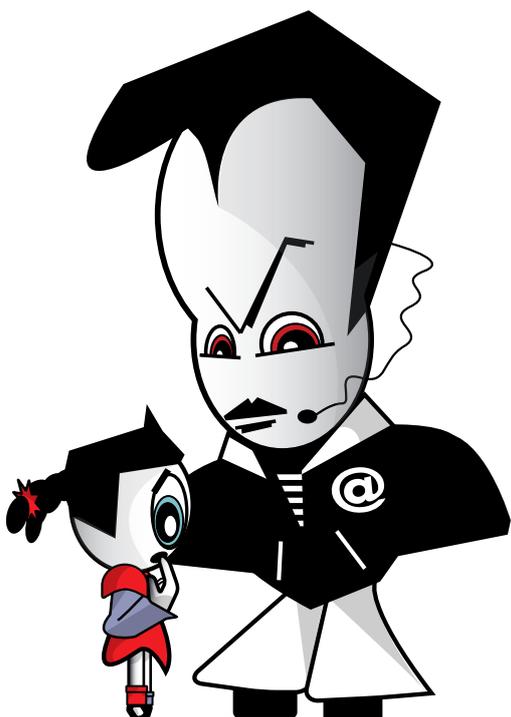○ **Computer connected to projector/whiteboard with the Webwise Primary Programme installed**

Duration

○ 30 minutes

Step 1: Explain how it is easy to pretend you are someone you are not on the internet. It can even be fun to try out different personalities online at times. Unfortunately, bad people who pretend they are students can also do so. Sometimes they do this to trick students into becoming their 'friend' online. Explain how in this lesson the students are going to see how easy it is to pretend online to be what you are not and how they can keep those people from becoming their 'friends' online.

Step 2: Distribute the **True/False Friend Activity Sheet**, having circled at the top of the page either the 'T' for True for half of the class and circled the 'F' for False for the other half of the class. Explain that even you will have an activity sheet and that the students will have to guess who is being a true or false friend.

Step 3: Collect the completed activity sheets and read a number of the selected identities to the class, a mixture of true and false identities including your own where you have chosen to be the students' age, with similar interests to the students. The class try to judge if the identity is true or false, made up in an attempt to trick the others. The aim of the exercise is for the students to understand that it is very difficult to know if a person is whom they say they are online.

Step 4: Discussion points are placed on the board about how difficult it is to really know who you might be chatting or talking to online. The pupils recall the Chatwise Golden Rules they have previously learned, stressing the importance of always having a parent or adult with them when they are online. The pupils could draw up an 'Our Class Top 3 Safety Rules' to be posted to the classroom noticeboard.

ACTIVITY: DETECTIVE WEBWISE

Teachers' Notes: The children will each fill in a **True/False Friend Activity Sheet**. The aim of the exercise is for the students to understand that it is very difficult to know if a person is whom they say they are online. Each of the students in the class is going to become Detective Webwise, who is a computer guru who writes an Advice Page on the Internet.

You will need:

○ Detective's Advice Column Activity Sheet

Duration

○ 30 minutes

Step 1: Explain how, in this lesson, the students are going to give advice to younger internet users by becoming Detective Webwise for the day. Distribute the **Detective's Advice Column Activity Sheet** and get the class 'as a group' to discuss the safety hints on this sheet. Each student ranks them in the order they consider the most important; the teacher takes feedback on the board.

Step 2: Recap on the previous lesson, **Real friends and online 'friends'**, and the pupils' 'Our Class Top 3 Safety Rules'. Get the class to feedback all the information they learned about real friends and online only friends. This can be displayed on the board; it will help the children to write their column in the next step.

Step 3: Each student writes, as Detective Webwise, this week's **Advice Column**: real friends and online only 'friends'.

KEY TAKE-AWAY:
The class should be clear on the crucial safety point that they never arrange to meet up with a person they 'met' online.

ACTIVITY: VISUAL ARTS CELEBRATION
[5TH AND 6TH CLASS ONLY]
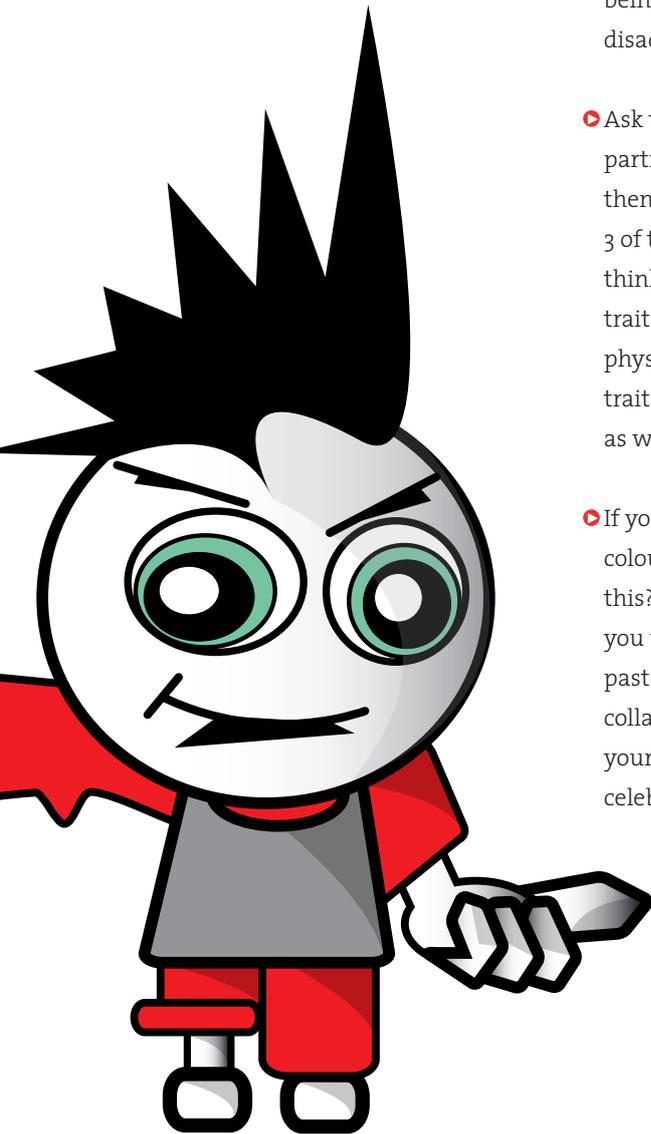
You will need:

- Paper
- various mixed media materials like paint, brushes,
- drawing implements like pencils, crayons, pastels, etc.

Duration

- 45 minutes

Stimulus:

- Using the theme of 'anonymity', talk to the class about being anonymous online. What is the advantage of being anonymous? What are the disadvantages of being anonymous?

- Ask the children to pick a friend or partner from the class but don't tell them! Now, ask them to think about 3 of their best qualities. Can they think of a way to visualise these traits? Tell them not to just think of physical traits; think of personality traits that are unique to this person as well.

- If your friend is kind, what type of colours would you use to represent this? What art materials would you use? Pencil, paint, crayon, felt-tip, pastels or maybe a mixed-media collage. When you have planned your project, begin to make your celebration.

- After they are all completed, can the children guess which traits are being expressed and who is being represented?

- Reveal the anonymous art by holding a celebration of the class. Each child can show their artwork to the class and tell them who it is and the traits they have that they admire.

- This activity is trying to reinforce the idea that first glance is not all what it seems; people can make themselves and others seem any way they want.

PRETEND ONLINE IDENTITY

NAME:

....

PRETEND ONLINE IDENTITY:

newfriend____@bestmates.ie

T   **F**

Your teacher has given you a number between 1 and 30 in the pretend identity above. The teacher has also circled either the 'T' or 'F' above.
If the 'T' is circled, then you will answer the questions honestly. If the 'F' is circled, then make up answers to pretend to be someone else. Your aim is to try and convince the rest of the class that all your answers are real.

◦ What is your favourite food?

....

◦ What is your favourite sport?

....

◦ What is your favourite movie?

....

◦ What is your favourite type of music/band?

....

◦ What is your favourite song?

....

◦ What is your favourite game?

....

◦ What is your favourite colour?

....

◦ What is your favourite thing to do?

....

THE DETECTIVE'S

SAFETY HINTS

AND NOTES

On the Internet it is easy to pretend to be someone you are not. In this week's column I am going to try and help students understand how to keep safe online and how to avoid people tricking students online. These are my preparation notes...

//:In real life if a complete stranger walked up to you in town and asked to be your friend you would be cautious. When an invisible stranger on the Internet begins to chat with you, you should be twice as cautious and should remember the 'stranger danger' messages you learned in school.

//:In real life your parents know all your real friends. They are even friends with some of your friends' parents. It would be wise to introduce your Internet friends to your parents.

//:In real life you know your friend's family, their parents, their brothers and sisters, and they will know yours. On the Internet they may claim to have a family but can you prove that they really exist?

//:A real friend will know where you live, will most likely have been to visit/play in your house. You would not give out your address and personal details to a complete stranger on the street. You should not give out your address and personal details on the Internet.

//:In real life we will know someone who knows the new person. Often a true friend will introduce us to the new person – on the Internet it is easy to pretend to be a 'friend of a friend' but are they who they say they are?

//:In real life we can see and hear other people and decide if we would like to become their friend – we can not do this on the Internet.

It is Webwise to chat online with true, real life friends only.

NAME:

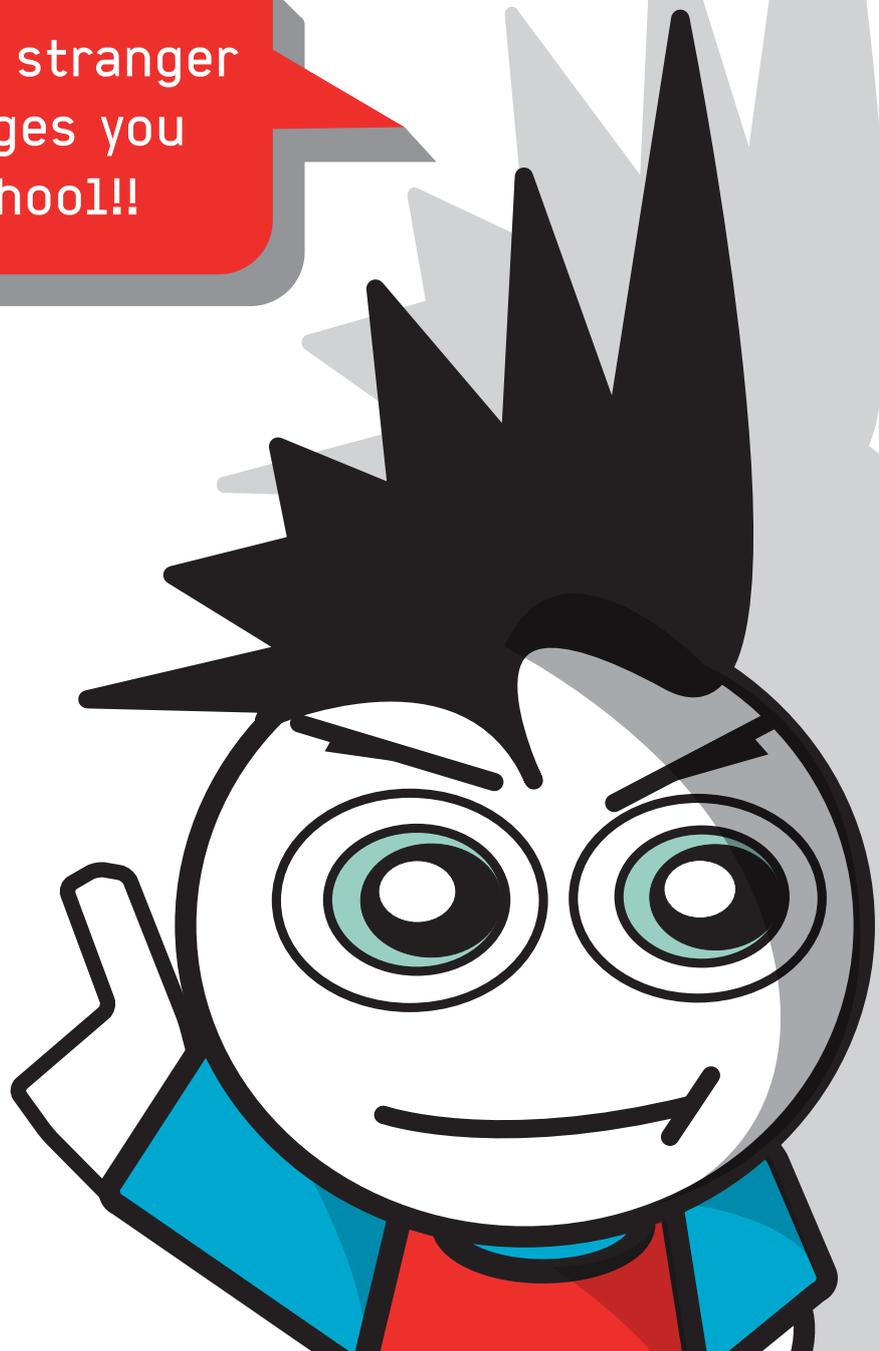...

TITLE

....

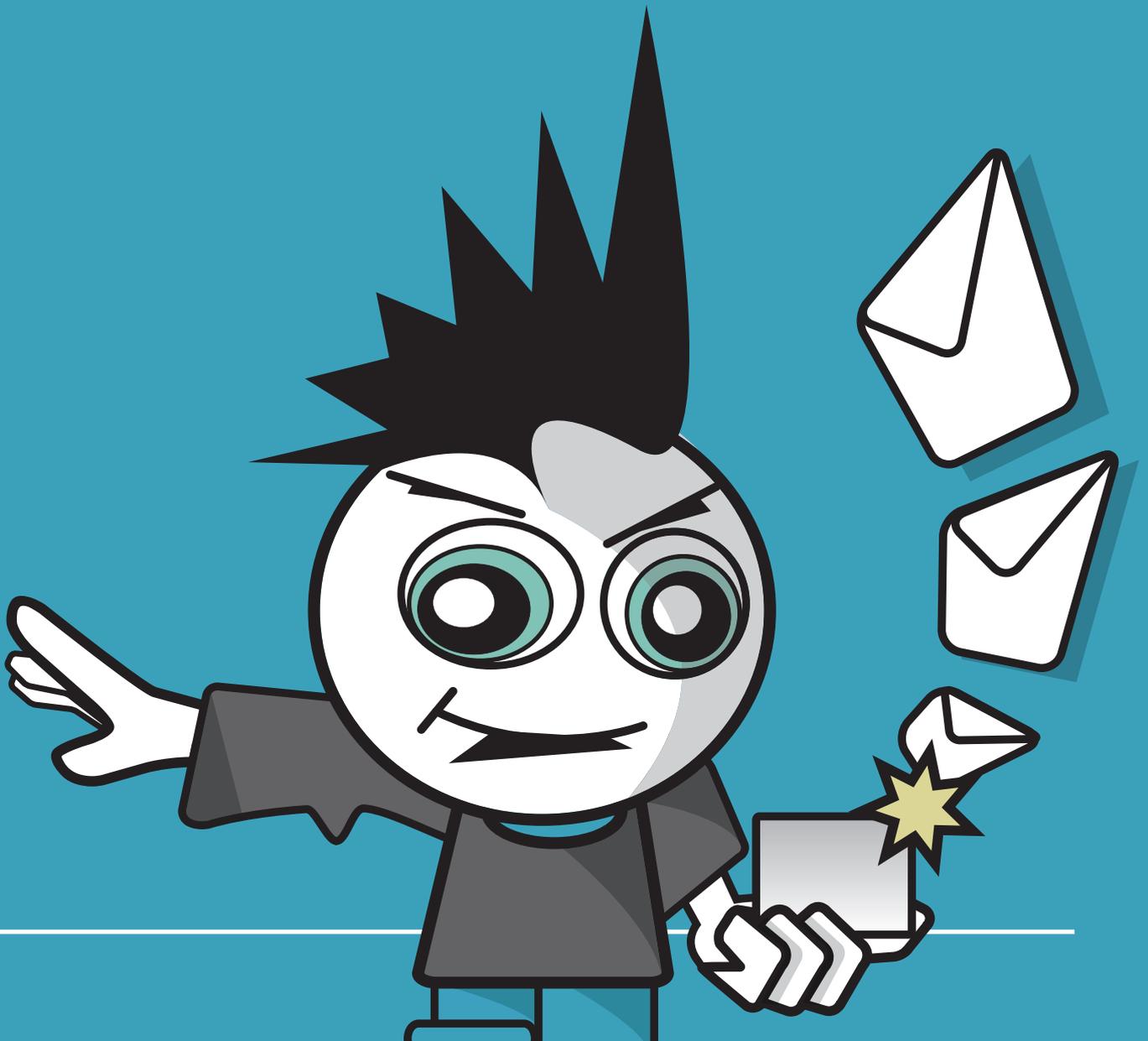...

It is Webwise to chat online with true, real life friends only! :)

Remember the stranger danger messages you learned in school!!

09

USING EMAIL

This module aims to make pupils aware that not everyone that they communicate with online is who they claim to be. It also sets out appropriate strategies for dealing with unwanted email.

Learning Outcomes:

When they have finished this module, your pupils will be able to:

▶ Deal appropriately with unwanted email.

▶ Understand that people they meet online aren't always who they say they are.

CURRICULUM MAPPING:

SPHE STRAND UNIT: Personal Safety, Making decisions, My friends and other people, Media Education.

ENGLISH STRANDS AND STRAND UNITS:
Oral: Developing receptiveness to oral language, Competence and confidence in using language; Developing cognitive abilities through oral language.

Writing: developing competence, confidence and the ability to write independently; clarifying thought through writing.

ACTIVITY: USING EMAIL

[WEBWISE INTERACTIVE LESSON 7]

You will need:	Duration
▶ **Computer connected to projector/whiteboard with the Webwise Primary Programme installed**	▶ **30 minutes**

Step 1: Open the Webwise Primary Programme on your PC.

Step 2: Navigate to Webwise Interactive Lesson 7: Using Email and click Start.

KEY TAKE-AWAY:
The class should be clear on the crucial safety point that they should never arrange to meet up with a person they have 'met' online.

10

CHATWISE ASSESSMENT

This module aims to assess your pupils ability to access information on the internet without taking unnecessary risk. It also gives you an opportunity to reward their achievement in meeting the key Learning Outcomes of the first four modules of this programme.

This module gives teachers an opportunity to recap on and assess the key learning points raised in the previous modules dealing with accessing personal information, respectful communication, and using email. The assessment is embedded in an interactive quiz in which pupils are given 5 randomised multi-choice questions and must give 2 correct answers in order to pass the test. If you prefer to use a paper-based assessment, a ten question multi-choice test sheet is provided. Pupils that successfully pass the test can be given a Chatwise Certificate to take home. The certificate details the skills that the pupils have attained; we feel that this is a good way of keeping parents informed on what their children are learning in class. A certificate is included in this publication which can be easily copied; there is also a high-quality version of the certificate in the Webwise Primary Programme on your PC (Navigate to Resources/Chatwise Certificate).

Learning Outcomes:

When they have finished this module, your pupils will be able to:

▶ Demonstrate confidence and good decision making when communicating online.
▶ Understand that people they meet online aren't always who they say they are.

ACTIVITY: SAFE SEARCHING

[WEBWISE INTERACTIVE LESSON 8]

You will need:	Duration
▶ **Computer connected to internet**	▶ **30 minutes**

Step 1: Open the Webwise Primary Programme at www.webwise.ie/sphe or by clicking on the downloaded program on your machine.

Step 2: Navigate to Webwise Interactive Lesson 8: Chatwise Quiz.

Step 3: Present students with Chatwise Certificate.

OR

Step 1: Distribute photocopies of Chatwise Quiz Activity Sheet.

Step 2: Present students with Chatwise Certificate.

1 What do you think a chatroom is?

A website where you can sell things you don't need anymore.

A place on a website where you can leave messages for others to read or questions for people to answer.

A web site where two or more people can exchange typed messages at the same time.

A site that lists upcoming events.

2 Which of the following statements about the Internet is true?

You can easily delete information about yourself that you post on the internet.

Everything on the Internet is true.

You should always be careful when giving out personal information on the Internet.

It is a good idea to post your mobile phone number on the Internet.

3 Which of the following usernames would you advise Fionn McCarthy to use when registering on a website?

Fionn McCarthy.

Egg-fart-enormous-pants.

Sexy Fionn.

Very Fionny.

4 What does the chat-speak LOL mean?

Laugh out loud.

Log on later.

Live out loud.

Leave it out.

5 What does the chat-speak IMO mean?

In my organisation.

I'm ok.

I'm angry.

In my opinion.

6 What does the chat-speak ASL mean?

Am seriously laughing.

Age Sex Location.

Am silently laughing.

I agree.

7 In a chatroom, putting messages in capital letters is the same as:

Whispering.

Laughing.

Shouting.

Smiling.

8 Which of the following should you NOT do if you get a message on the Internet that bothers you?

Report them to the people who run the chat room.

Tell your parents or an adult you can trust about what happened.

Block the person.

Reply to the message.

9 What is SPAM?

Something you have for lunch.

Junk mail.

A computer virus.

A type of hat.

10 What should you do with e-mails that you receive from people you don't know?

Open them.

Reply to the email asking them not to send you any more.

Don't open it.

Send it to an adult you trust.

CHATWISE
CERTIFICATE

1

CONGRATULATIONS _____
YOU ARE OFFICIALLY CHATWISE!

You know how to identify and deal with unwanted emails. You understand that people you might meet online aren't always who they appear to be. You know how to protect your personal information when you are registering on websites. You have agreed to treat other with respect when you chatwith them on the internet.
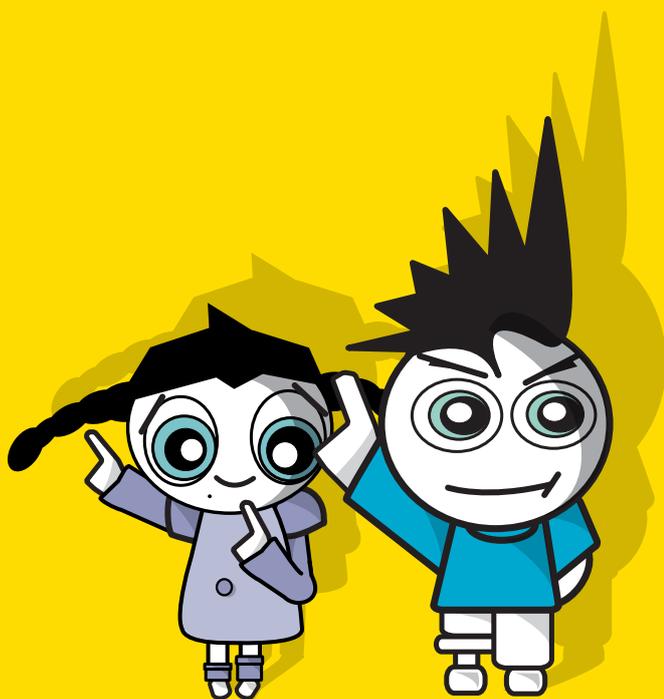
Date: _____

Signed: _____

webwise

well done! :)

APPENDIX

10 TIPS FOR PARENTS

Young people are primarily going online to make friends, play games, download music, and do their homework. As parents, the most important thing you can do to reduce the online risks is to engage with their digital lifestyle.

DISCOVER THE INTERNET TOGETHER.
Be the one to introduce your child to the Internet. This could make it easier to share both positive and negative experiences in the future.

AGREE WITH YOUR CHILD ON RULES FOR INTERNET USE.
Try to reach an agreement with your child on how long they should spend online and what types of sites and activities are ok.

ENCOURAGE YOUR CHILD TO BE CAREFUL WHEN DISCLOSING PERSONAL INFORMATION.
They should be selective about what personal information and photos they post to online spaces. Once material is online it is subject to all kinds of unauthorised use.

TALK ABOUT THE RISKS ASSOCIATED WITH MEETING ONLINE FRIENDS.
Young people are making friends online but they should only physically meet these strangers in the company of an adult or others they trust.

TEACH YOUR CHILD ABOUT 'SOURCE CRITICISM' ON THE INTERNET.
Not all information found online is correct. Educate your children on how to verify information they find.

DON'T BE TOO CRITICAL TOWARDS YOUR CHILD'S EXPLORATION OF THE INTERNET.
Remember, it is not always their fault if they come across inappropriate content on the Web.

REPORT ONLINE MATERIAL YOU MAY CONSIDER ILLEGAL TO THE APPROPRIATE AUTHORITIES.
It is important that we all take responsibility for the Web and report matters which we believe could be illegal to www.hotline.ie.

ENCOURAGE RESPECT FOR OTHERS.
As in everyday life there are informal ethical rules for how to behave when relating to other people on the Internet.

KNOW YOUR CHILD'S INTERNET USE.
To be able to guide your child's Internet use, whether it's on their mobile phone or PC, it is important to understand how children use the Internet and know what they like to do online.

REMEMBER THAT THE POSITIVE ASPECTS OF THE INTERNET OUT-WEIGH THE NEGATIVE ASPECTS.
The Internet is an excellent educational and recreational resource for children. Encourage your child to be Webwise and explore the Internet to its full potential.

WWW.FACEBOOK.COM/WEBWISE

Get all the latest news, video guides, tips and tutorials on our facebook page.

APPENDIX

NATIONAL PARENTS COUNCIL PRIMARY— INTERNET SAFETY SEMINAR

Parents often admire how easily their children can use the internet - but aren't quite sure of what they are doing or seeing. National Parents Council Primary working with PDST Technology in Education has developed a seminar to take the mystery out of the internet for parents and to give them the skills to engage with their children's online lives that can be delivered to parents in your school.

Like at all times with parenting, it is vital that you have good, open communication with your child about their internet lives. It is important that you talk with your children about the potential dangers that they may come across on the internet as well as all the benefits they will experience.

Setting rules and boundaries around your child's Internet usage is an important aspect of keeping them safe online. For rules and boundaries to be really effective they are best developed between you and your child. This brings us to the idea of negotiating a contract with your child about how and when they use the Internet. Negotiating this contract with your child can give you a lot of information about your child's current Internet usage. It also gives you a platform to discuss the types of things your child uses the Internet for and how long they spend in online activities. The dialogue surrounding the agreement of this contract can often be as useful as the contract itself.

The seminar will give a practical demonstration of the technologies and the websites young people are using. You will hear young people talking about how they use the Internet, why it is attractive to them, and get an insight into children's main concerns about being online. Parents will be introduced to strategies to help their children be responsible, effective and safer Internet users.

The seminars (two to two and a half hour sessions) are delivered via DVD. Please contact the Training and Development section of NPC to clarify the equipment which will be needed at your venue.

To register for this course, or for futher information, please contact the Training and Development Section
TEL: 01 8874475 **EMAIL:** training@npc.ie or to download an application form visit **WWW.NPC.IE**

GLOSSARY

APP: An app (short for application) is a software program typially used on smartphones, tablets or other mobile devices. Apps are usually available through application distribution platforms typically operated by the owner of the mobile operating system, such as the Apple App Store, Google Play, Windows Phone Store and Blackberry App World. Some apps are free while others must be bought.

ASK.FM: Ask.fm is a social-networking website where users can ask other users questions, with the option of anonymity. The website has been closely linked with a number of high-profile cases of cyber bullying both in Ireland and in the UK.

AUP: An AUP (Acceptable Use Policy) is a written agreement that a user must accept in order to gain access to a network (for example, a school network). Generally an AUP is signed by students, their parents and their teachers, and it outlines the terms and conditions of acceptable use of information and communication technologies.

BLOCK: Blocking a person is a way of stopping social-network interactions with that person. Blocking is a particularly useful way for avoiding spam and for preventing people from bothering or harassing you online or by mobile phone. While people you have 'blocked' online aren't immediately told that you have blocked them from viewing and interacting with your online profile, they can easily discover that they've been blocked when they fail to interact with you. For this reason, it is important to consider the ramifications that blocking someone online might have for ordinary interactions with the person.

BYSTANDERS: Bystanders are people who witness bullying but are not victims or perpetrators of bullying. The bystander effect is when the more people who see something happen the less likely each individual is to do something about it.

CHAT ROOM: A chat room is an area on the internet where people can communicate in real time, that is, when you type in a line of conversation the other person can see it immediately and can reply straight away.

COOKIE: A piece of information or message sent by a web server/website to a web browser in order to gather data on how a user uses a website. Cookies may contain information such as user preferences, registration or login details relevant to a particular website.

DISINHIBITION: Disinhibition is a lack of restraint that occurs when people aren't directly confronted with the negative consequences of bullying behaviour online. People posting messages on the internet tend not to feel as responsible for their actions or words as they might otherwise.

FACEBOOK: Facebook is an online social-networking service. As of March 2013, Facebook had 1.15 billion active users, making it the biggest social network in the world. Users of Facebook each have their own profile page or wall through which they can communicate either publically or exclusively with selected friends. Facebook also has a private messaging service. Facebook encourages users to specify their likes and dislikes. This information is used for targeted advertising on Facebook.

FLAME: To pass a derogatory comment in an online conversation.

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FRAPING: Fraping is the action of editing someone's Facebook profile and status without the person's permission. Fraping commonly occurs when a person leaves his or her Facebook logged in, making him or her vulnerable and open to abuse.

GROUP: A group on a social network is a set of people who all share an interest. Groups can be made public so that users of the social network can meet new people who share their interests or they can be private to a select group of people. Groups can result in people interacting with people who they don't already know or with people who they have otherwise blocked from accessing their social-networking content.

HAPPY SLAPPING: This misnamed term is used to describe when an unsuspecting victim is attacked while an accomplice records the attack, usually by mobile phone. Video clips of such attacks are sometimes posted to the internet.

HASHTAG: A hashtag is a word or phrase preceded by a hash (#) sign, used on social media sites (notably Twitter) to identify messages on a specific topic. Unless the messages are protected or private, anyone who is following the hashtag can see what other users write under the hashtag. The hashtag encourages interesting debates between a wide body of people but can also expose users to the unsavoury views of strangers.

IDENTITY THEFT: Identity theft occurs when somebody steals your name and other personal information for fraudulent purposes.

INSTAGRAM: Instagram is an online photo- and video-sharing service and social network. Now owned by Facebook, Instagram allows users to apply filters to the photos and videos they take and to then share the content on a variety of social-networking sites.

INSTANT-MESSAGING APP: An instant-messaging application allows users to send texts in real time using the internet. When these apps are used on mobile phones, often they are used as a cheaper substitution for regular text messaging.

LIKING: Liking content on Facebook is a virtual means of approving of or supporting the content. Most social-networking websites have a similar tool that allows users to give what is the virtual equivalent of a 'thumbs up' for content (on Twitter one 'favourites' a tweet). Liking a comment can cause the content to appear on one's timeline and newsfeed and thus be broadcasted to friends and followers or to the general public. For this reason, liking an abusive post can, in some cases, be considered as cyber bullying.

MALWARE: Malware is software designed to infiltrate or damage a computer system without the owner's informed consent. The term is derived from the words malicious and software.

PHOTO- OR PICTURE-MESSAGING APP: A photo- or picture-messaging application allows users to send picture messages in real time using the internet.

POP-UPS: Pop-ups are small windows that appear in the foreground of an internet browser. Pop-ups are often used to display advertising or unwanted content on the screen. Some pop-ups however may have a practical purpose.

PRIVATE: Private is the term used to describe social-networking interactions or messages that are not broadcast to

GLOSSARY

the general public or to larger groups. A social-network user can choose to make their profile or particular content private. This feature allows the user a certain amount of control over who sees his or her profile or content.

PROFILE: This is the information about yourself which you write and place up on your social-networking homepage. It contains your particulars, your likes and dislikes and your personal interests.

REPORTING: When users encounter illegal, abusive or inappropriate content on a social-networking site, they should use the report-abuse mechanisms to notify the social-networking site of the content. Moderators of the website in question then review the content in light of the report and remove any content that violates their policies. Any cyber bullying encountered on a social-networking service should be reported.

SCREENSHOT: A screenshot or screen capture is a picture taken by a computer, mobile or tablet user to record the visible items displayed on the screen. Screenshots are often used to demonstrate a computer program or explain a particular technical problem a person might be having. Screenshots can also be used to record evidence of cyber bullying. Students should be particularly aware of the fact that screenshots can be used to record or duplicate any incriminating photos or messages they might hope will be destroyed.

SELFIE: A selfie is a type of self-portrait photograph, typically taken with a hand-held digital camera or camera phone.

SEXTING: Sexting is the act of sending sexually explicit messages and photographs, usually by mobile phone.

SHARING: Sharing on a social network involves sharing content produced or distributed by another social-network user with your social network of friends or followers. Sharing content greatly increases the amount of people that the content reaches.

SKYPE: This is an online program or application that can be used to make free voice and video calls over the internet to anyone who is also using Skype. Skype is free and considered easy to download and use. It has, however, been used to video and then blackmail the victim in some cyber bullying cases.

SMARTPHONE: A smartphone is a mobile phone that is capable of performing many of the functions of a computer. A smartphone typically has a large screen and an operating system capable of running general-purpose applications.

SNAPCHAT: Snapchat is an application used to share photos, videos, text and drawings. There is one feature that makes Snapchat different from other forms of texting and photo sharing: the messages self-destruct or disappear from the recipient's phone after a few seconds.

SOCIAL NETWORKING: Social networking is connecting, communicating and collaborating with others on the internet via online communities. Social-networking sites can provide an outlet for creativity and expression. They develop from an initial set of members who send out messages inviting their friends to join the site. Care should be taken by students when disclosing personal information on social-networking websites.

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Spam: Junk mail that shows up in email boxes or on newsgroups, generally advertising a product. Some may contain malicious material.

Spyware: Spyware is computer software that collects personal information about users without their informed consent.

tagging: A tag is a keyword used to describe an article or website. In a social-networking context, a tag is a special kind of link. When you tag someone, you create a link to their social-networking profile. For example, you can tag a photo to show who's in the photo or post a message and say who you're with. If you tag a friend in your status update, anyone who sees that update can click on your friend's name and go to their profile. This means that tagging a photo of someone can lead unwanted traffic to their profile or to unwanted photographs being publicly and inappropriately shared.

troll: A troll is a deliberately provocative user of an internet message board, social network or comments section. The troll upsets and angers other users by posting inflammatory, extraneous or off-topic messages in an online community, usually with the deliberate intent of provoking readers into an emotional response or of otherwise disrupting normal discussions.

Tumblr: Tumblr is a cross between a social-networking site and a blog. It is often described as a 'microblog' as people usually post short snippets of text and quick snaps as opposed to longer diary-style entries found in more traditional blogs. A lot of the content posted on Tumblr is very visual.

Twitter: Twitter is a micro-blogging, social-networking site. People make connections by following other people's Twitter feeds. Once you click 'Follow', anything that person or organisation says will appear on your timeline. What is unique about Twitter is that users are limited to posting messages or 'tweets' of 140 characters or less. These messages are instantaneous; in seconds, a tweet can alert the world to disasters. Essentially, Twitter is a form of texting. However, rather than sending that text to one person, Twitter allows users to broadcast their message all over the site.

viral: Content (usually a photo, video or piece of information) is said to have gone viral when it is circulated rapidly and widely from one internet user to another.

Virus: This is a malicious piece of software that can do great damage to a personal computer. One should always have up-to-date anti-virus software.

WhatsApp: WhatsApp is a closed social network and popular messaging application for mobile phones.

YouTube: YouTube is a popular free video-sharing website to which users upload, view and share video clips. While YouTube can be of great educational value, the comments sections on YouTube are particularly renowned for being abuse and cyber bullying hotspots.

HELPING
AGENCIES

ALCOHOLICS ANONYMOUS
Santry Business Park
Swords Road
Dublin 9
www.alcoholicsanonymous.ie

ALATEEN
Al-Anon Info Centre
Capel Street
Dublin 1
www.al-anon.alateen.org

AWARE
Helping to Defeat Depression
www.aware.ie
Helpline: 1890 303 302

BODYWHYS
The Eating Disorders Association
PO Box 105
Blackrock
Co Dublin
www.bodywhys.ie

CARI, CHILD PROTECTION
www.cari.ie
Helpline: 1890-924 567

CHILDLINE
ISPCC Head Office
29 Lower Baggot Street,
Dublin 2
www.childline.ie
Helpline: 1800 666 666

CRISIS PREGNANCY
Unplanned pregnancy advice
www.positiveoptions.ie
Freetext: 'list' to 50444

DRUGS AWARENESS INFORMATION AND ADVICE
www.dap.ie

THE DRUGS/HIV HELPLINE
Helpline: 1800 459 459.

HEADSUP TEXT
An automated 24-hour text service for young people which provides a list of helpline numbers and their opening hours.
Freetext: 'headsup' to 50424

HOTLINE.IE
Reporting illegal web content
Sandyford Office Park
Dublin 18
www.hotline.ie

NATIONAL OFFICE FOR SUICIDE PREVENTION
www.nosp.ie

WATCHYOURSPACE.IE
Social Networking advice for teens
www.watchyourspace.ie

RAPE CRISIS CENTRE
ww.drcc.ie
Helpline: 1800-778 888

SAMARITANS
112 Marlborough Street
Dublin 1
www.samaritans.org
Helpline: 1850 609 090

THE GARDA SCHOOLS PROGRAMME

The Garda Primary Schools Programme provides information to children and young people on road and cycle safety, personal safety and preventative measures regarding bullying, vandalism and substance misuse. It achieves this through visiting the class room and engaging in discussion with the students. The Garda Schools Programme is an integrated part of the SPHE Programme.

GARDA SCHOOLS RESPECTFUL COMMUNICATION CURRICULUM MAPPING:

Level 5

Strand: Myself and others
Strand unit: Relating to others

Resolving Conflict

Discuss how conflict can arise with different people and in different situations

Identify and discuss various responses to conflict situations

Explore and practise how to handle conflict without being aggressive

Communicating

Examine the ways in which language can be used to isolate and discriminate against people.

Listen actively to others and respect what they have to say.

About the Respectful Communication Online Pack — The Respectful Communication initiative addresses the social media element of the personal safety module of the Schools Programme. This initiative recognises the challenges that children and young people face in a modern society, particularly when using new technologies. It aims to foster a sense of care and respect for others online or when using mobile phones and to equip children with the skills to deal effectively with cyberbullying. It aims to develop and enhance the social skills of communication, cooperation and conflict resolution.

Garda Schools Integration with Webwise Primary — An SPHE programme is most effective when responsibility is shared by parents, teachers, children, and relevant members of the community, such as Gardaí. This Webwise Primary Teacher's Handbook is designed to be complemented by Gardaí visiting fifth class pupils in primary schools as part of the Social Personal and Health Education (SPHE) curriculum. The Garda Schools Programme – Respectful Online Communication module integrates with chapter 7 of the handbook. Teachers wishing to work with their local Gardaí to deliver this part of the programme should contact their **local Garda station** or
The Garda Schools Programme Office, Community Relations and Community Policing, Harcourt Sq, Dublin 2
Phone: 01 666 3891