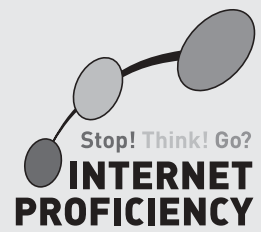


Lesson 3



Communication and Information

The focus for this lesson is to encourage children to think about why we communicate with other people and about the information we give them. It builds on Lessons 1 and 2.

Children will consider why we communicate with each other – to exchange information, to ask for information or to share information. It is helpful if examples of different types of communications – letter, fax, household bill, text message, application form, newspaper, advert, for example – are available for pupils to look at during the lesson. Most examples will be of giving information, so you may need to create one or two specially – a fax or letter, perhaps – which can be examples of requesting or sharing information.

From thinking about information in general, pupils move on to consider the idea of ‘personal’ and ‘private’ information about themselves. The activities also help them to think about how small bits of seemingly inconsequential information can enable someone to find out a lot more about them, and therefore put them in a vulnerable position. Then, through a role-play activity, the focus moves to the question of whether people always tell the truth and whether they can tell the difference between answers that are true or false when they cannot see the speaker. Finally, the pupils think about people they can expect to trust because they know them, and strangers, with whom they need to be cautious.

This is a difficult area for young children and needs to be handled with sensitivity. The emphasis needs to be on how they can take steps to act safely rather than on the dangers they might encounter. Equally, they need to learn about what they should do if they are uncertain or feel uncomfortable about a situation.

Resources for this lesson can be downloaded from www.gridclub.com/cybercafe/teachers.

Learning objectives

Pupils will learn to question:

- the purpose of any communications they receive
- why the person requesting information wants it, whether they really need it and what they will be using it for
- whether it is safe to give out personal information.

Subsequent lessons will provide opportunities for discussing the circumstances under which it is appropriate to give out personal information and when caution should be used.

Pupils will:

- begin to think about what personal information should be kept private
- understand that there are possible risks and consequences in sharing too much information and that this scheme will help them to develop their own safety strategies
- be able to identify personal information that is unique to them
- be able to relate some of the safety rules to the communication technologies.

Timing	Suggested age group of children	Useful for
75 minutes (approx.); younger pupils may need longer. The lesson could be split in two, after Activity 1.	Year 4 Year 5 ✓ Year 6 ✓	Whole class teaching ✓ Large group work Small group/pairs ✓

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Organisation

The lesson has five parts:

- An introductory whole-class discussion on why we communicate
- Pupils working in small groups to look at a selection of printed communications which should be sorted out according to the criteria of asking for or giving information
- A whole-class activity relating to personal information
- An activity looking at how we communicate with someone when we cannot see them; in small groups, pupils sort out a set of statements that describe face-to-face or on-line scenarios
- A plenary session in which pupils consider if any of the safety rules are particularly relevant to what they have learned during the lesson.

Relevant to the following

PSHE and Citizenship Framework at Key Stage 2

1. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:
 - a) take responsibility, (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school)
 - d) make real choices and decisions (for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)
 - g) consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment)

Resources

Part of the Lesson	Type and Title of Resource
Activity 2, Part 1	Personal – a visual aid (pupils should have a copy each or one per group)
Activity 2, Part 2	Who Would You Tell? – a Pupil Activity Sheet (each group should have a set of cards) Private Information – a Pupil Activity Sheet (each group should have 3 or 4 sets of these)
Activity 3, Part 1	True or False? – a prompt sheet for the teacher
Activity 3, Part 2	Statements – a Pupil Activity Sheet (one set per group, for pupils to cut up and sort accordingly) Scenarios – a Pupil Recording Sheet (pupils should use the cut-out statements from the above resource and sort them into relevant sections on an enlarged Scenarios sheet)
Plenary	Tara's Story – (optional – this can be downloaded from http://www.gridclub.com/cybercafe/teachers)

Introducing the lesson

You could begin the activity by asking pupils to look at a selection of written 'communications'. Ask pupils if they can sort out these items according to the type of information they contain – which ones give information, which ask for it, or share it?

(5 minutes)

Activity 1: Asking, giving or sharing information

Working in groups of 4 or 6, pupils should try and sort out a selection of paper-based communications. The criteria should be:

- asking for information
- giving information
- sharing information.

After a few minutes, ask pupils, as a whole class, to make a list of the types of communications that give information – letters, flyers, programmes and tickets, for example. Now ask them to make a list of types of communications that ask for information (this might include items such as application forms and registration forms).

Pupils may find that they are unsure which category to put some items in. Spend a few minutes discussing these. Some forms of communication can be in more than one category, of course: a letter might be telling you that you have won a prize – but you will probably have to fill in a claim form in order to collect it. Older pupils will be able to understand that 'no one gives anything for nothing'. If someone says that you have won something they must want something back! They need to think about how their information might be used – will they be inundated by advertising for all sorts of products and services, for example? Ask pupils to recount personal experiences related to this.

(10 minutes)

Activity 2: Personal Information

Part 1

Introduce this section by playing a guessing game with pupils. Start by saying something like:

"I am thinking of a boy in class 4. Can you guess who it is?"

"I am thinking of a member of the football team in Class 3. Can you guess who it is?"

"... someone who lives at"

"... A nine-year-old in Class 5 with blonde hair who plays the violin"

"... Someone with the family name '-----'"

Ask pupils to think about the pieces of information that enabled them to identify the person you were thinking of. Sometimes only one piece of information was needed; on other occasions it was necessary to use more than one; sometimes seemingly unrelated bits of information can be put together like

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a jigsaw to help us to identify someone. We need to think very carefully about the information we give to anyone, particularly on line, as we cannot be sure they are who they say they are.

Discuss what sorts of information are safe. Introduce the idea of personal information, that is, information that can identify each person individually. Give each pupil a **Personal** card. Fire a few questions at individual pupils: if it is safe to do so, they can answer but if it requires personal information, they should hold up the **Personal** card (or simply say, "Personal").

Introduce the idea that people who ask for information using the new technologies might not be who they say they are.

(10 minutes)

Part 2

Give each group a set of cards cut from the **Who Would You Tell?** sheet, plus 3 or 4 sets of cards cut from the **Private Information** sheet. It helps if the two sets of cards are printed on different coloured paper. Ask the pupils to spread out the Who Would You Tell? cards on a flat surface. They should position the Private Information cards next to the characters to show what information they would give. Discuss the outcomes briefly.

(15 minutes)

Activity 3

Part 1 – Mystery people

For this activity it would be useful if you could 'borrow' an adult, an older pupil, or a pupil from another class, to hide behind a screen. This person's role is to reply to pupils' questions, telling some untruths and/or pretending to be someone else.

Introduce the children to the role-play, where they have to find out about the person behind the screen. Encourage them to ask questions in turn. It may be useful to have some questions prepared (**True or False?**). The person behind the screen should answer some questions truthfully and some untruthfully.

After each of the questions has been asked, ask the children if they thought the answer they were given was truthful or not. They could indicate this by a show of hands. The numbers should be recorded on the **True or False?** sheet. After each question, ask the person behind the screen whether it was true or false. Check to see who was right.

Now ask the children to guess who is behind the screen. Ask them why they think that. See if anyone was correct by bringing the person from

behind the screen. Try asking the same questions again and see if it is easier to tell whether someone is telling lies in a face-to-face situation.

(10 minutes)

Part 2

Pupils should work in small groups. Give each group a pair of scissors, and a copy of **Statements** and **Scenarios**. Ask them to spend a few minutes looking at the different statements before they cut them into individual strips.

Discuss some of the statements and demonstrate how to organise the statements into those that are more appropriate to face-to-face interactions, those that describe on-line communications or those that could apply to both methods. If children are struggling with some statements, they can leave them to the end. Pupils should discuss each statement and think about whether it applies to communicating face to face, on line or both and place it in the appropriate area on Scenarios.

(10 minutes)

Plenary

This is a good opportunity to refer to the SMARTthinking section on the Cybercafé web site and in Lesson 2. Consider how the messages relate to what has been covered in this lesson.

(5 minutes)

With younger pupils, this is also a good opportunity to ask whether, if they were in a chat room, they would always tell the truth. What might they tell lies about (adding a year or two to their age is quite common, and even changing gender)? Can they think of any dangers this might involve?

With older pupils, you could read out Tara's story (or download it from <http://www.gridclub.com/>

cybercafe/teachers). Tell them that you are going to tell them a story about a girl called Tara to illustrate the things they have been discussing. Reassure them that they need not panic and think that they are going to be in danger because they have given out some personal information. Tell them that if they are concerned or worried they should talk to you, a parent or carer. Remind them that the story describes a very unusual situation. Tell them that you would like them to make a note of three or four bits of information that Tara disclosed as they will be discussing this in a later lesson.

(10 minutes)

Learning outcomes

- Pupils will begin to think about whether the information they are being asked for is necessary and will be used properly. They will be able to look for privacy clauses on registration and application forms.
- They will be aware of the differences between private and personal information that can identify them uniquely, and general information. They will be aware of the difficulties associated with communicating with people on line.