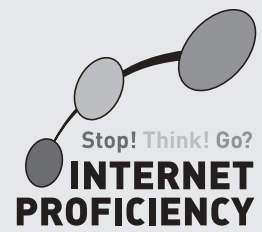


Lesson 4



Using e-mail safely

During this lesson children learn about safe and responsible behaviours related to e-mail. They will meet the Cybercafé character, Sunil, and help him to decide how to respond to e-mails safely, appropriately and responsibly. All pupils will need to have had opportunities to use e-mail prior to this lesson, if only briefly. Opportunities should be provided for pupils to talk about their personal experiences in relation to both spamming and bullying via e-mail. They should be encouraged to develop their own strategies to protect themselves.

Materials for this lesson can be downloaded from <http://www.gridclub.com/cybercafe/teachers>.

Learning objectives

Pupils will know that there are safe and appropriate behaviours to use when sending and receiving e-mail. They will know that there is a range of strategies that they can use to deal with:

- viruses
- spamming
- bullying via e-mail.

The approaches they choose will depend on their previous experiences.

Organisation

After a whole-class introduction, the activity is carried out in three groups (A, B and C), so it may be helpful if pupils are grouped as they were for Lesson 1. Part 1 of Activity 1 involves pupils working in pairs and accessing the Cybercafé web site, so you will need sufficient computers to enable this.

A print-out of an e-mail inbox screen (as an OHT, which could be taken from the school system) might be a useful resource if most pupils have had limited experience of using e-mail.

Timing	Suggested age group of children	Useful for
The lesson should take approximately 65 minutes	Year 4 Year 5 ✓ Year 6 ✓	Whole class teaching ✓ Large group work Small group/pairs ✓

Lesson 4

Relevant to the following:

QCA Scheme of Work for ICT – unit 3E – E-mail

PSHE and Citizenship framework at Key Stage 2

Preparing to play an active role as citizens

2. Pupils should be taught:
- c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
 - f) to resolve differences by looking at alternatives, making decisions and explaining choices

Developing a healthy, safer lifestyle

3. Pupils should be taught:
- e) to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
 - f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.

Developing good relationships and respecting the differences between people

4. Pupils should be taught:
- a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
 - d) to realise the nature and consequences of racism,

teasing, bullying and aggressive behaviours, and how to respond to them and ask for help

- g) where individuals, families and groups can get help and support.

Breadth of opportunities

5. 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)
- h) find information and advice (for example, through helplines; by understanding about welfare systems in society).

Resources

Part of the Lesson	Type and Title of Resource
Introduction	Glossary – on Cybercafé site
Activity 1, Part 1	Cybercafé web site – www.gridclub.com/cybercafe
Activity 1, Part 1	FKBKO web site – www.fkbko.net
Activity 2	Jennifer – a Pupil Activity sheet (one per small group)

Introducing the lesson

It may be helpful to begin by recapping on Lesson 3 – Communication and Information, reminding pupils about the purposes of communication and the difference between personal and impersonal information. It's likely that most pupils will have access to a computer at home, but they may have only a limited experience of using e-mail.

Ask the pupils to consider:

- What is e-mail?
- Why might they use it?
- Who might they communicate with?
- Do they ever get e-mails from people they do not know?
- Why do people we do not know contact us? (Increasingly, e-mail is used for 'spamming' – sending messages to try to sell us products or persuade us to visit web sites, for example.)
- What is an appropriate message? What is inappropriate? How would they feel if someone

sent them an offensive message, or one which was bullying?

In addition, ask the children if they have heard about computer viruses. Has anyone ever had problems with a virus? What happened? Do they know where it came from?

Tell them that viruses can do a lot of damage to computers and the materials stored on them, and they are usually sent from strangers who have set out to do damage. Explain how they are often sent as attachments, which become active when the attachment is opened (see the Technology section for more information).

Ensure that pupils understand what the terminology means – use the Glossary on the Cybercafé web site, re-wording it if necessary.

Ask pupils to split into three groups and focus on a particular aspect (viruses, spamming or bullying) and report back to the class during the plenary.

(15 minutes)

Activity 1: Communication tools and their uses

Part 1

Group A

Tell pupils that they are going to visit the Cybercafé and work with the character, Sunil, to help him make the right decisions. Pupils will already have had chance to have a brief look around the Cybercafé web site but they are now going to investigate the e-mail section in more detail.

Demonstrate logging on to the web site and locating the e-mail section. Tell them about the characters and that they need help with deciding what to do. You may need to work with pupils to provide support, prompting them to think about the safety aspects.

Working in pairs, pupils should look at the e-mail section on the Cybercafé web site. Griff will tell them what to do. They should discuss what they think Sunil should do with each of the e-mails. Does Sunil know who he is talking to? How much does he know about this person? They can click on the 'help' button for more information if they don't know what to do.

Encourage them to identify e-mails from people they know. What should they do about e-mails from addresses they do not recognise? What are the possible risks? Pupils should talk about the problems associated with spamming. If they discover spam, what can they do?

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- Delete it without opening it
- Report it to their teacher (at school) or parent (at home). The Internet Service Provider (ISP) who operates the e-mail system should be told about the spammed messages. Do they know who their ISP is?

Details of all of the technologies are included in the Technology section of this packs

Group B

This group will focus on viruses and how to deal with suspect attachments. Looking at the Cybercafé e-mail section, pupils should focus on the e-mail with the attachment and the decisions associated with e-mail. To help pupils find out about computer viruses, they could visit the For Kids By Kids Online (FKBKO) (www.fkbko.net) web site before carrying out a search.

Encourage pupils to write safety statements to remind themselves to virus check their e-mails.

Group C

This group will focus on problems associated with e-mail bullying and spamming.

Bullying e-mails

Ask them to think about who might send bullying e-mails – do we need to accept or even read them? What can we do? The options presented and discussed should come from the pupils and will depend on their previous personal experiences.

- They should be encouraged to tell an adult they trust (a teacher, parent or carer, for example).
- Find out the e-mail address of the sender – the FKBKO.net web site has information on how to do this in the 'Tracing e-mail' section.

Several of the children's charities have useful advice for children on handling on-line bullying:

- NCH (<http://www.nch.org.uk/itok/>)
- Childline – their web site contains advice but pupils can also ring the national helpline for advice (tel. 0800 11 11) or visit www.childline.org.uk

- The NSPCC offers an interactive on-line service (which is primarily aimed at teenagers but still a useful reference point) at <http://www.nspcc.org.uk/html/Home/Needadvice/needadvice.htm>. They also have general advice on bullying.

Pupils should discuss approaches. They may need to work through the various processes to refresh their memories.

(20 minutes)

Part 2

Bringing the whole class back together, ask the children to talk about the type of e-mails Sunil received. Did they find any clues to help them decide if any of them might have caused a problem? What clues did they find? Would it help if they had followed the Stop, Think, Go! guide? Ask them to think about using e-mail at home; have any of them had similar situations to Sunil? Do they think they will know what to do in future?

(10 minutes)

Activity 2

Pupils should work in small groups to consider the scenarios described on the activity sheet, **Jennifer**. Some pupils may need help with reading the information as well as considering the options. Remind them they are thinking about keeping safe all the time. Pupils may make notes and then orally explain the recommended actions rather than write them down in great detail.

(10 minutes)

Plenary

Recap on what pupils have learned about keeping safe with e-mail. Make a note of the main safety messages. These might include the following:

- Always use a virus checker – where could they get one from, how do they know if they have one?
- Don't open e-mails from anyone they do not know
- If they receive a bullying e-mail, tell a teacher, parent or carer
- Always be polite in e-mail messages.

Reflect on the Stop, Think, Go! slogan and whether it can be applied to the use of e-mail. Also, refer to the safety rules and talk about whether any of them are particularly relevant to e-mail.

(10 minutes)

Follow-up (optional)

Pupils could keep an e-mail diary showing when they received e-mails, who they were from, whether there was an attachment, what they decided to do and why they made that decision.

Pupils could create slogans or posters portraying safety messages (possibly for homework).

Learning outcomes

- Pupils will know how to handle messages appropriately and safely.
- Pupils will be able to explain that there could be risks with using e-mail but there are actions they can take to keep themselves and their computers safe, such as checking for viruses, and not opening e-mails from anyone they do not know.