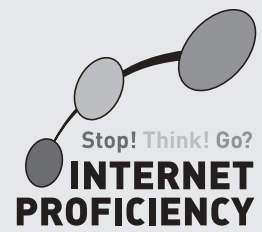


# Lesson 5



## Responsible use of the Internet

In this lesson pupils reflect on the different types of information published on the Internet. They will consider the advantages and disadvantages of the Internet as a source of information. In addition, they will visit the web browsing section of the Cybercafé web site ([www.gridclub.com/cybercafe](http://www.gridclub.com/cybercafe)) and help Jason to use it responsibly, appropriately and critically. They will begin to consider whether all the information available on the Internet is valid and reliable and spend some time evaluating a selection of web sites.

Pupils should be encouraged to think about the way they use the Internet and about 'behaving responsibly'. They also need to have plenty of opportunities to develop their searching skills. The 'Understanding the Technologies' section of the teachers' notes contains a section on the Internet which details the risks and benefits of using the Internet.

All materials for this lesson can be downloaded from [www.gridclub.com/cybercafe/teachers](http://www.gridclub.com/cybercafe/teachers).

### Learning objectives

Pupils will:

- be able to find information on the Internet
- be aware that some of the information on the Internet is biased, and has to be verified
- be able to evaluate and think critically about web sites
- know that anyone can publish on the Web
- know what to do if they come across anything that makes them feel uncomfortable on the Internet
- know that companies can and do advertise on some web pages.

### Organisation

Pupils will need access to the Cybercafé web site. Following a brief, whole-class introduction to discuss different types of publishing and the advantages and disadvantages of using the Internet to find information, pupils will work in pairs on the Cybercafé site. They will then evaluate selected web sites in groups. You will need to think about and bookmark some suitable web sites in advance – they might be selected to fit in with current topic work, or at least a topic that pupils are reasonably knowledgeable about. You will need to check them thoroughly, of course, to ensure that the material they include is not inappropriate or offensive. They may contain text that is too difficult for the age group or ability of the pupils or not particularly suited to the topic – but this is what pupils need to consider. The lesson closes with a short plenary session during which pupils can discuss the web sites they looked at.

Timing	Suggested age group of children	Useful for
The lesson should take approximately 85 minutes	Year 4 Year 5 ✓ Year 6 ✓	Whole class teaching ✓ Large group work Small group/pairs ✓

# Lesson 5

## Relevant to the following:

**QCA ICT Scheme of Work** – Unit 6D: Using the internet to search large databases and interpret information

## **PSHE and Citizenship Framework at Key Stage 2**

### *Preparing to play an active role as citizens*

2. Pupils should be taught:

- a) to research, discuss and debate topical issues, problems and events
- c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
- h) to recognise the role of voluntary, community and pressure groups
- i) to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- k) to explore how the media present information.

### *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:

- b) to think about the lives of people living in other places and times, and people with different values and customs

- d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

### *Breadth of opportunity*

- 5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:
  - e) meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers)
  - f) develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, e-mail or letters)
  - 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
CyberCafé web site	<a href="http://www.gridclub.com/cybercafe">www.gridclub.com/cybercafe</a>
Activity 2	<p><b>Evaluating web sites</b> – a teacher presentation (download from <a href="http://www.gridclub.com/cybercafe/teachers">www.gridclub.com/cybercafe/teachers</a>)</p> <p><b>Web sites</b> – a prompt sheet or visual aid for pupils in Group A</p> <p><b>Credibility caterpillars</b> – a pupil activity sheet (Groups B and C)</p> <p>A selection of bookmarked web sites related to current topic work</p>

## Introducing the activity

As a whole class, discuss the different types of information that is published on the Internet. Ask pupils how information on the Internet is different from that in books, newspapers, magazines or television. Is it necessarily more accurate and up to date? Why do we use it? What are the advantages? (For more information, see the Internet section in the Understanding the Technologies chapter.)

Ask pupils if there are any disadvantages or risks associated with using the Internet. Ask if any of them have had personal experiences. Encourage pupils to describe briefly what happened and how they felt. What did they do about it? Was there anything else they could have done? Make a note of any suggestions that they make, as these suggestions will be useful for the plenary session. Be aware that while this may throw up some issues, it is important that risks are balanced against benefits.

*(10 minutes)*

## Lesson 5

### Activity 1

Ask pupils to work in pairs and log on to the Cybercafé web site ([www.gridclub.com/cybercafe](http://www.gridclub.com/cybercafe)) and locate the web browsing section. If necessary, remind pupils how to get to the site and explain that they will be helping the character Jason with his homework. They should make a note of anything that happens in the web site that might not be considered to be responsible behaviour.

*(10 minutes)*

As a class, discuss the problems faced by Jason when he was trying to find the best site to help him with his homework. How difficult was it to choose the most appropriate site? Is it as easy as that in real life? What are the difficulties?

Ask pupils if they have used the Internet to help them with their own homework. Encourage pupils to talk about what they wanted to achieve and how they did it. They might also talk about search engines they have used. There are several 'child friendly' search engines that have been set up to

screen out inappropriate materials (some of these are listed in the Internet section of this pack).

There are also approaches that parents can adopt to protect pupils at home, for example, installing filtering software on machines and actively engaging with their child's Internet use.

Demonstrate doing a search on a topic suggested by the pupils (or encourage pupils to carry it out). Look at how many 'hits' there were. Carry out one or two more similar searches. Discuss the need to evaluate the web sites. If pupils are conducting the search, encourage them to use different search engines and compare the results. Make a simple record of the search engine, the number of hits and the time it took. Either outline possible effective search strategies or link them to another area of curriculum/activity where they can do this e.g. putting in – or + in search terms etc.

*(15 minutes)*

## Activity 2

Discuss with pupils what they think about when deciding whether a web site is useful or not. Use the presentation, Evaluating web sites, to offer an alternative perspective or to provide a visual aide memoire that might prove useful, particularly for less confident users.

### Group A

The prompt sheet, Web Sites, uses the same theme. **Evaluating web sites** is a PowerPoint presentation and **'Web sites'** is a paper-based one for pupils.

It asks pupils to consider:

Is it attractive and user friendly?

Does it contain anything that makes them feel uncomfortable?

Do the headings look relevant for what they want to find out?

Is the body text easy to read?

Are the links useful?

Does it have everything they need?

Does it stand up to close scrutiny?

The visual image should help them to ask the right questions.

Ask pupils to evaluate one or two web sites from a selection that you have bookmarked perhaps using this approach as a starting point. How will they record their views? Pupils may decide to print out a page from the web site and annotate this. Others may prefer to take a screen shot of the web page and paste the image into a word processor where they can annotate it.

### Group B

Introduce the **Credibility caterpillars** recording sheets, and explain how the credibility caterpillars work. To help pupils decide whether the site is 'credible' they should consider the following key questions (within each of these, there are sub-questions that also need to be considered; these are contained in the activity):

**Who wrote the information?**

**Who is the intended audience?**

**Where is the web site?**

**What information are you getting?**

**When was the information produced?**

**How did you find the web page?**

**Why was the web site created?**

**Why are you using the web site?**

Using the web sites that have been bookmarked, pupils should consider them in light of the questions detailed on the Credibility caterpillars worksheet. There are no right or wrong answers but this helps pupils to evaluate what they read on web sites and to know what key things to look for.

### Group C

Pupils in this group could be asked to look for more detailed information about the web site. They might try to identify where it is hosted and whether an individual has created it, perhaps to publish a personal message.

Pupils could devise an evaluation/recording sheet. If possible, this should be in electronic format so that they can cut and paste their evidence into the document.

*(35 minutes)*

## Lesson 5

### Plenary

Give pupils an opportunity to talk about the process of evaluating web sites. Did they find the visual aids useful? Did they experience any problems in their groups? What were the problems? Did everyone in the group have the same view? Ask one or two pupils to talk about one web site and to illustrate their points by referring to the site itself.

Encourage pupils in each group to share their findings. Did they find it useful to know where the web site was hosted? Did they find it useful to know whether the information was a personal posting or about the links to and from it?

Talk about how they might use information from the Internet. Can they copy pictures and text from web sites? What do they need to think about if they are using materials written by someone else? Pupils should be reminded that, although it is possible to copy materials, someone else has written them and they should acknowledge the source and, if using text, repurpose it for their own specific needs. Remind them of Jason (in the Cybercafé) thinking about copying large chunks from the Internet.

It may happen that pupils come across pornographic/rude/disturbing web sites. All schools will have some sort of filtering software in place but they are not completely foolproof, so pupils need to be taught what they can do if they come across a web site which offends them. Reassure pupils that it is not their fault. Encourage them to talk about what they can do. They might suggest using the back arrow on the tool bar or the home page icon, minimising or closing down the window. They should also know that they should inform a responsible adult who can:

- help them to report it to the Internet Watch Foundation ([www.iwf.org.uk](http://www.iwf.org.uk)); the address of the offending site should be visible in the History list – the Internet Watch Foundation will decide whether the content is illegal or not. If so, they will report it to the Internet Service Provider and the police.
- ask the school's ISP (or whichever ISP provides the connection at home) to filter out or ban the web site. At home it may be more difficult to get the offending material removed but pupils should be encouraged to talk to their parents, who should in turn talk to their ISP.
- provide some counselling, if necessary.

*(15 minutes)*

### Follow-up

Pupils should choose a web site which they think is 'good'. They might like to produce a set of bullet points saying why they think it is good and include a print-out. Pupils with more ICT experience might produce an electronic version, incorporating a screen shot and annotated labels.

### Learning outcomes

- Pupils have evaluated a selection of web sites against a set of criteria.
- They can explain and justify why they think some sites are better than others.
- They are beginning to think about the sorts of things they need to consider when selecting web sites.
- They are developing an awareness of 'responsible' use of the Internet and what they should do if they come across inappropriate content on web sites.