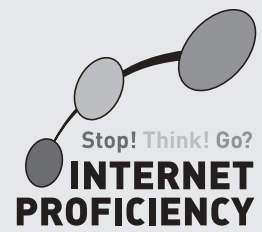


Lesson 6



Chatting with care

This lesson considers safety issues related to on-line chat and instant messaging. These technologies are well used by young people, as they are quick and fun and offer them lots of opportunities to communicate with different people. However, they can present difficulties when pupils are required to give personal information, such as when registering for one of these services or when asked for it by another person using a chat room.

Pupils will have the opportunity to play a game to enhance their understanding of when, to what level and in what context it is appropriate to give out personal information, especially within an instant messaging and chat environment. They will consider what information they are required to give out when registering for a service and what information they should not give out when they are chatting on line. Pupils also visit the Cybercafé to help Chantelle to make decisions in the chat room. As a follow-up activity, pupils can also look at a selection of moderated chat rooms designed for children.

Learning objectives

Pupils should:

- understand what constitutes personal information and enhance their understanding of when and where it is appropriate to give it out
- know how to respond when asked for personal details
- know that some chat rooms are moderated so they are safer
- know that anyone can participate in a chat room
- know that people in chat rooms do not always tell the truth
- know that if they make their personal information available through an instant messaging service it can be seen and used by others.

Timing	Suggested age group of children	Useful for
The lesson should take approximately 90 minutes	Year 4 Year 5 ✓ Year 6 ✓	Whole class teaching ✓ Large group work ✓ Small group/pairs ✓

Lesson 6

Relevant to the following:

PSHE and Citizenship framework at Key Stage 2

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

- a) to talk and write about their opinions, and explain their views on issues that affect themselves and society.
- c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

Preparing to play an active role as citizens

Pupils should be taught:

- a) to research, discuss and debate topical issues, problems and events
- k) to explore how the media present information

Developing a healthy, safer lifestyle

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

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.

- 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
- e) to recognise and challenge stereotypes
- 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

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a) 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 help lines; by understanding about welfare systems in society)
- i) prepare for change (for example, transferring to secondary school).

Resources

Part of the Lesson	Type and Title of Resource
Before the lesson	Print-outs of registration forms from chat rooms or instant messaging services; you could copy these onto OHTs or make photocopies for pupils
Activity 1	Access to one or two chat rooms (see the list at the end of this lesson plan)
Activity 3	Two gongs, cymbals, tambourines, chime bars or bells that can be sounded; a stop-watch
Activity 4	Cybercafé web site – www.gridclub.com/cybercafe

Before the lesson

Visit one of the chat rooms listed at the end of this lesson and print off a registration form. You also need to visit an instant messaging service and print off one of their registration forms. Please note that not all instant messaging services are appropriate for users under the age of 13 and some companies specify this.

Introducing the lesson

Remind the class about the discussions in Lesson 3 – Communication and Information, in which they discussed the purposes of communication and how information might be used. The most important message is about personal information and how easy it can be to give away little bits of information that someone can piece together to identify you. Remind them of the ‘Mystery People’ role-play and how difficult it was to know whether someone was telling the truth.

If pupils have read it, you could re-visit Tara’s story and remind pupils of its salient points. It is important that pupils realise the dangers whilst retaining a degree of perspective on all of this. Ask pupils if they can recall the snippets of information that Tara accidentally gave away and which, like pieces of a jigsaw puzzle, were put together to identify her. (Remind them that this is a worst case scenario, but it is worth being aware of what might happen.)

Recap on the game played in Lesson 3 where pupils had to identify other pupils from little bits of information. Ask them to think about the information that helped to identify each individual uniquely. For example: name – first name, family name or both; address – full address or house number and postcode; school, class, teacher, teams; home phone number; mobile phone number; town; gender; age; e-mail address. Ask pupils if they can think of ways to categorise this information such as ‘General information’ and ‘Personal information’.

(10 minutes)

Lesson 6

Activity 1

Tell pupils that they are going to look at a moderated chat room for children. Explain that this is necessary because of the safety aspects adopted by schools to protect pupils. Explain to the pupils that most chat rooms require you to take on a nickname or persona. You can use the Cybercafé example if you prefer.

You will need to make sure that display facilities are adequate for all pupils to see clearly. Talk about the rules that should apply to using a chat room. These are common courtesies such as being polite, not swearing or using bad language, and not 'flaming' (trying to incite arguments or winding people up).

(10 minutes)

Ask pupils who have used a chat room or instant messenger to talk about their experiences and to explain to the group how it works, the types of things discussed, and the types of questions that might be asked. Discuss the issue of contact; if someone asks to meet you, what should you do?

Consider some of the roles/vocabulary associated with chat room activities; for example, lurking, flaming. There is a useful list of issues on Childnet's Chatdanger web site (<http://www.chatdanger.com>)

(10 minutes)

Activity 2 – Personal information

You have already introduced the lesson and asked pupils to think about how seemingly inconsequential pieces of personal information can help to identify someone individually. They need to develop their understanding of where, when and to what level they give out personal information.

Show pupils the registration forms for chat rooms or instant messaging services, either as OHTs or copies that they can share. Go through the information that is required – what information do they have to give out, and what is optional? Do they need to give out their e-mail address when registering for instant messaging/chat services? Do they need to give out their home address? Make pupils aware that when they register for services like instant messaging their information may be viewed and used by others.

Group A

Encourage pupils to think about what information they had to give out and to make up a list of what information they gave out.

Groups B and C

Encourage pupils to think about what information they had to give out. Get them to draw up a list of what information they gave out and ask them to consider whether they needed to and the reasons for doing so. Would they give out the same information to someone else in a chat room?

Reinforce with pupils that they should question any bits of information that they are asked to provide.

(20 minutes)

Activity 3 – Personal Info? No way!

This is a game designed to make pupils aware of when they are being asked for personal information and to think whether they can safely provide it. You may need to contextualise it for them, by saying that they are chatting to someone on line, or registering for a service etc.

You will need:

- two gongs, cymbals, tambourines, chime bars or bells that can be sounded whenever the person being questioned gives out true personal information
- an interrogator
- a contestant
- two adjudicators
- some prepared questions (a mixture of general and personal questions)
- a timekeeper and a stopwatch
- a scorer and score sheet.

The idea of the game is for the interrogator to fire questions at the contestant, to try and obtain personal information from them. The contestant must try not to reveal personal information unless he or she can justify it. At either side of the contestant there should be an adjudicator with an instrument of some sort with which they can make a noise when they think personal information has been released. The timekeeper should start the

stopwatch as the first question is asked and should stop it when the sound is made. The scorer will write down the name of the contestant and the time they lasted. It is unlikely that each contestant will last more than one or two minutes.

Invite pupils to take part as contestants and change the interrogator, too. The same sets of questions can be used more than once. Try and write down the questions and answers that caused the adjudicators to stop the game. (You may need to resume the game if the decision was incorrect.) Some example questions are listed below.

How old are you?

What is your name?

Where do you go to school?

What's your favourite type of music?

What's your favourite colour?

What's your teacher's name?

Where do you live?

After a few minutes, discuss what pupils considered to be personal information and how easy or difficult it is to let something slip. Some pupils in the audience may think that some opportunities to stop the game were missed. Encourage them to discuss their ideas.

(20 minutes)

Lesson 6

Activity 4 – Cybercafé Chat room

Remind pupils how to log on to the Cybercafé web site.

Group A

Pupils visit the Cybercafé and help Chantelle make the right decisions as she uses a chat room.

Groups B

These pupils should make a note of all the questions that requested Chantelle to divulge personal information. (You could do this by printing out the conversation and highlighting the relevant sections.)

Group C

Pupils should be encouraged to report on personal experiences and how they dealt with difficult situations. Can pupils write up their experiences of chat or instant messaging as scenarios like those in the Cybercafé? They should record what happened and identify three possible courses of action. They might make recommendations based on their own successful choices or alternatives to what they did.

(10 minutes)

Plenary

Recap on the similarities between chat and instant messaging. Recap on the risks of both and produce a list using a flipchart, an OHP or an interactive whiteboard.

Refer to the SMARTthinking messages. Identify those that are particularly relevant to chat and instant messaging.

Discuss when you might need to give personal information – in registering for an e-mail account or a chat room, for example. Do people need to know your real name, where you live, your e-mail address or telephone number for this purpose? (Unless it involves billing, they should not need this information, and if it does involve billing, pupils

should not be signing up without parental permission!) Some organisations such as GridClub ask for school-based information to authenticate the registration, in order to guarantee pupils' safety. Remind pupils that they should ask an adult to help them to decide what information they should divulge in such a situation.

Pupils should report back on their findings from the Cybercafé visit. Note down the types of questions that they feel they should not answer or need to think about first.

(10 minutes)

Follow-up activity

Pupils could visit some of the moderated chat rooms for children, listed on the next page.

Learning outcomes

- Pupils will recognise that certain information is personal and they will understand the potential risks associated with divulging such information to people they do not know, especially people they have met on line because they cannot be sure the contact is telling the truth.
- They will be aware that there are times that some personal information is needed and that they should ask an adult for guidance if they are unsure.
- Pupils will be aware of some of the potential risks associated with chat rooms and instant messaging and they will have a range of strategies, such as an on-line persona, that they can use to keep themselves safe.

Some moderated chat rooms

- Headbone Zone Chat Rooms: monitored chat for kids, with several rooms to choose from. <http://www.headbone.com/hbzchat/>
- NPR Science Friday: listen to past shows, find resources for all sorts of science topics, and learn about the scientists on the NPR radio programme. <http://www.sciencefriday.com/>
- A Girl's World Online Clubhouse: check out daily, weekly and monthly features written and edited entirely by girls and teens from all over the world or sign up to chat. <http://www.agirlsworld.com/>
- CBBC Newsround – Chat: see which celebrity is answering questions on the Hotseat or add comments or messages. <http://news.bbc.co.uk/cbbcnews/hi/chat/>
- ChatDanger: learn how to have fun while staying safe with Internet chat rooms. <http://www.chatdanger.com/>
- Gridclub – a fun interactive web site for 7–11-year-olds. All pupils have to be verified through their schools and it is fully moderated. <http://www.gridclub.com>
- KidChatters: chat with other kids aged 9 to 12 in a moderated chat room – for a small monthly fee. <http://www.kidchatters.com/>

- Kidlink: kids from around the world connect with conversations about a variety of topics. <http://www.kidlink.org>
- Kids Learning Network (KLN) Live: a 'kid-driven' talk show featuring a guest or topic. Also includes a boys' and a girls' guide to life, homework help, and some games. <http://klnlive.com/kln/>
- NASA Quest Calendar of Events: scientists or astronauts you can chat with on line. You can also participate in projects and challenges designed for kids. <http://quest.arc.nasa.gov/calendar/>
- Scholastic Author Calendar: a range of authors available for on-line chat. <http://www2.scholastic.com/teachers/authorsandbooks/authorstudies/calendarhome.jhtml>
- Women of NASA: this showcases outstanding women who are enjoying successful careers in maths, science and technology. <http://quest.arc.nasa.gov/women/intro.html>