

OBJECTIVES

- To understand that the Internet is open to everyone and that there are, unfortunately, people who will use it to try to entice young people into inappropriate and unsafe relationships.
- To learn strategies for staying safe on the Internet.

RECOMMENDED TEXT

Kids' Rules for Online Safety

Internet

- Do not give personal information such as your address, telephone number, parents' work address or telephone number, or the name and location of your school.
- Tell your parents if something that you come across online makes you feel uncomfortable.
- Never agree to meet with someone you get to know online without your parents' permission. If your parents agree to the meeting, be sure it is in a public place and your parents go too.
- Never respond to messages or bulletin board items that are suggestive, obscene, aggressive, threatening or make you feel uncomfortable. Give a copy of such messages to your parents or teacher and have them forward it to your Internet service provider.
- Never send pictures of yourself or any other personal material to a friend you meet online, without telling your parents first.
- Follow the rules that your parents set for your online activities.
- There are places on the Internet that are for adults only. If you find yourself in one of those areas, leave immediately and go to one of the cool places on the Internet for kids.

WHOLE-CLASS INTRODUCTION

- Begin the lesson by asking the children to create a class list with you of perceived dangers to themselves and younger children. Ideas should include road safety, fire safety, water safety, taking drugs, etc. Collect all the children's ideas and then collate them into a list of the top ten danger zones.
- Discuss with the children that each of these dangers can be reduced by following sets of simple rules. (You may like to review some of these rule lists, such as the Highway Code, Stranger Danger guidelines, etc.)
- If the subject has not already been raised, ask the children about their safety when using a computer, specifically the Internet. Would they include this in their top ten list? If not, why not? The children will probably be relatively unaware of the potential dangers involved in using the Internet and it is important to explain that, although it is a great tool for many things, there are dangers that they need to be aware of (exposure to inappropriate material, harassment, legal and financial, etc). Explain also, that by following some simple rules, they can keep themselves safe from the potential dangers.

- Look at copies of the safety guidelines for children (also available on page 25 in the Photocopiable Resource Sheets).
- Discuss each of the rules and why they are important. Are there any that the children disagree with or any that they would like to add?

GROUP/INDIVIDUAL WORK

- Ask the children to design and make an Internet Safety Guide poster for display in the computer suite. They could create this on the computer, using a word processing package and art program.
- In small groups, ask the children to write a soap opera script that tackles the issue of Internet safety and the potential danger from strangers. The children could then act out their scenes, if time allows.
- Can the children write a list of Online Etiquette guidelines for children and adults, on being a good online citizen?

PLENARY

- Recap on the possible dangers involved in using the Internet, both for the children and for adults.
- Discuss how people might get drawn into dangerous scenarios, for example if they are feeling lonely and someone appears to understand how they are feeling, likes them, offers them positive feedback, etc, they could easily be drawn into trusting the person and wanting to spend more time with them.
- Ask the children to offer strategies for dealing with different scenarios.

VOCABULARY

Internet	safety	exploit	online
chat room	stranger	passwords	login name
e-mails	attachments	personal	website

CROSS-CURRICULAR LINKS

- **Numeracy:** Design a questionnaire for school and at home to find out who is aware of the online safety rules, including adults and children. The children could give interviewees copies of their Internet safety leaflets to encourage safer use of the Internet.
- **ICT:** The children could input the results from their survey into a database and create graphs and charts to represent the results.
Ask the children to design a screen saver that highlights safety rules for using the Internet.

Safety (2)

OBJECTIVES

- To provide the children with an opportunity to express their concerns about personal safety.
- To identify strategies for staying safe on the streets.

RECOMMENDED TEXT

Capital Concerns (extract) *The Guardian*

Personal safety is main worry for young people in London.

Violence and unsafe streets have emerged as the main worries of children in London, after a survey of almost 3,000 youngsters in the capital.

The level of concern about personal safety dwarfed issues such as poverty, housing or transport. It easily outstripped anxiety over topics including racism, drugs and bullying.

The finding, from research for the new office of the London children's rights commissioner, appears to confirm the startling conclusions of a study carried out among 10-year-olds in South London, which found that murder was their chief concern – even before the high-profile killing of Damilola Taylor.

Part of the survey involved choosing four topics, from a list of 18, which the commissioner's office should focus on. 'Violence' and 'being safe on the streets' – shown as two separate topics – were selected by 1,367 respondents, of whom 252 opted to talk about them at length.

WHOLE-CLASS INTRODUCTION

The aim of this lesson is not to frighten the children into staying at home but to make them aware of the possible dangers they face in the outside world and to help them learn strategies for being 'street wise'.

Media reports about high-profile killings such as those of Damilola Taylor and Stephen Lawrence mean that few children will be unaware of the potential for violence and danger on today's streets, and many of them will be genuinely frightened. Understanding how to avoid danger is key to staying safe.

- You could begin by asking the children what, if anything, they feel frightened or worried about as they move around in the community. Are they allowed out in the evening with their friends or to walk home alone after school? Where do they go? Do they ever feel threatened or afraid?
- Statistically, it is likely that individual members of the class will already have experienced or witnessed a violent incident in their neighbourhood, or out in the wider world, and they may want to talk about it before you proceed.
- Read the extract from the newspaper report (also available, in full, on page 26 of the Photocopiable Resource Sheets) and discuss it with the whole class. Do they feel the same way as the young people in the article?

GROUP/INDIVIDUAL WORK

- Ask the children to read the article again and to come up with a more eye-catching headline for the story. Ask them to try writing the opening two paragraphs in simpler language for a younger child.
- Murder was the chief concern of the 10-year-olds surveyed in the study. What is the number one safety issue as far as your class is concerned? The children could conduct a simple survey of class members. You might want to give the children a few ideas about the sorts of safety areas they could focus on such as road safety, water safety, accidents in the home, drugs, being safe on the streets, violence, mugging and abuse. Page 26 in the Photocopiable Resource Sheets provides support.
- Working in pairs, preferably one boy and one girl, ask each child to write a different scenario involving a potentially dangerous situation on the streets. They should then swap scenarios and write strategies for avoiding the danger. For example:

It is 4.30pm on a dark, winter's afternoon. You are walking home alone from an after-school club and you see three older youths standing on the corner of the street drinking cans of beer and shouting insults at passing drivers. What should you do?

PLENARY

- Draw the activities together by asking the children who have worked on changing the headline and opening paragraphs of the original article to read their ideas to the rest of the class. Would this new version make them more or less likely to read on?
- Discuss the scenarios and strategies worked out by the children in their pairs. How convinced are they that these will work?
- Ask the children to write down three golden rules for moving around safely in the community, e.g. don't go out alone after dark, tell an adult where you are going and what time you will be back.

VOCABULARY

streetwise	violence	aggression	murder
mugging	strategy	fear	safety

CROSS-CURRICULAR LINKS

- **Numeracy:** Use the report for data handling activities such as presenting the statistics as a pictogram or pie chart or working out the percentage of the 1,367 respondents who chose to talk about street violence at length.

FOLLOW-UP ACTIVITIES

- In pairs, ask the children to be the 'Internet police' and write a set of Internet Safety Rules for younger children, including illustrations to help them understand the rules.
- Design a 'Safety on the Internet' board game.
- Ask the children to offer strategies for dealing with different safety scenarios, including where else they can find help if needed (parent/carer, teacher, 'real' friend, children's helpline, children's agony aunt/uncle, etc).
- Role-play a selection of possible safety scenarios when using the Internet for the children to discuss and practise effective strategies for keeping safe.
- You could send off for the full report on children's fears about street violence. This is called Sort it Out! and is available free from the London Children's Rights Commissioner, 94 White Lion Street, London N1 9PF (020 7278 4390).
- Ask the children to act out and practise scenarios and strategies relating to staying safe out in the community. The children could take turns to act as directors for other group performances. Directors should concentrate on how the actors move around in the space, focusing on how body language plays an important part in effective personal safety strategies. The children should take time to practise stances that portray fear, aggression, passivity, confidence or a confrontational attitude.
- One of the best defences against intimidation is a sense of personal confidence. There are numerous ways of helping the children to develop their confidence although what works with one child may not be appropriate for another. It is interesting to note that the number of children and young people taking up martial arts – essentially about self-defence, self-control and confidence – is increasing more than almost any other sport. The children may be interested in working with you to set up a judo or karate club (or other martial art). For help and advice log onto the Sportsteacher website at www.sportsteacher.co.uk.

CIRCLE TIME

- Play a quick game of 'True or False' to reinforce the children's knowledge and understanding of the rules when using the Internet.
- Can the children suggest five key things to remember when using the Internet, to keep themselves safe from any potential dangers?
- Make sure that, at the end of the lesson, the children feel happy about continuing to use the Internet in a safe and sensible manner. You could do a quick list of all the good things we can do on the computer, including conducting research, playing games, sending e-mails, etc. The point of the lesson is not to terrify the children, but to make them aware and therefore take responsibility for their safety.

- You have tackled some very powerful and real-life issues here. Circle time can be a good opportunity to remind the children that although there are dangers in the outside world, and a small minority of adults who may want to hurt them, generally most people they meet would rather help them. Be sensitive to those children who have already been traumatised by violence. They may wish to share their thoughts and experiences here, but should be given further opportunity to talk in a one-to-one situation with a professional. See page 74 for useful contact addresses.
- To help keep a healthy balance about what is and isn't likely to threaten their lives, remind the children that far more young people die as a result of head injuries than are killed by a random attacker. The reality is that young people are much more likely to die riding a bike without a helmet than being murdered on the streets.

HOME ACTIVITIES

- Can the children write a leaflet for parents to explain how they can protect their children and themselves from Internet dangers? These could be taken home to share with parents, to spread the word!
- The children can talk to their parents or carers about their desire for greater freedom and independence. They could discuss the various dangers for children and how they can act responsibly and sensibly to avoid these.
- Ask the children what they think they can do to help their parents keep them safe, e.g. they should not break the rules about being out later than agreed, they must always tell their parents or carers where they are going and what time they will be back, etc. They could make a list of these ideas and take them home to discuss with their families who could add further suggestions and general comments. Page 27 from the Photocopiable Resource Sheets offers support for this activity.

ASSEMBLY IDEAS

- It is good practice to make safety a regular assembly theme. It is a huge area with many different aspects including road, water, home, sport, street and personal safety.
- You could focus on different themes during the term or year or as real-life issues crop up such as accidents in the school and the community, violent attacks reported in local papers, world events reported in the news and so on.
- The impact will generally be greater if you invite a representative from the relevant safety organisation to come in and talk to the children about how to avoid danger and how to get help in an emergency.
- Further statistics and useful contacts can be found in *Safety Education Guidance for Schools*, from the DfES (Ref: DfES/0161/2002).