

O12.4 - Lesson 4: Creating a better internet - being online, being healthy and well

Subject

Exploring the theme of 'Communities, health and wellbeing'.

Age group

Over 12 years of age.

Online/ICT tools	Offline/paper-based tools
Projector/screen Video clip (YouTube or CD) Internet access (pre-check access to individual websites)	Flipchart paper/pens Sticky memo notes

Introduction

This midpoint lesson in the series explores the importance of online communities and also being healthy and well. It explores the importance of the sense of belonging and a balance between being online and offline. It also explores the right to not fear abuse.

Description

This lesson enables the students to explore the way communities online have grown and include both the people, families and friends around them and also other people who may be physically in different places near and far. Through discussion, the lesson also covers aspects of physical safety and the importance of physical activity, sleep, rest and keeping safe using mobile technology. Feeling safe, secure, healthy and well online, and not a risk from bullying or intimidating behavior, is a key area for the manifesto.

Pedagogical objectives

As a result of engaging in this lesson, children and young people will have:

1. Increased their awareness of their own digital lifestyles.
2. Increased their awareness of physical activity, safety and sleep.
3. Learnt some basic principles for safe and responsible use of the internet.
4. Learnt about contributing positively to the development of European policy.
5. Increased their understanding of their rights and responsibilities in the online environment.

Process

Introduce the theme of the lesson by playing the provided tutorial video. After playing the video, ask the group if they have any immediate questions, to ensure that they have understood the process. As this lesson covers aspects of health and wellbeing, be prepared to offer further support to students after the lesson if required.

- **Part A:** Ask students to work in groups to recap on all the things they like doing online by creating some flipchart mindmaps or using an online tool such as Padlet. Ask them to consider:
 - a) *Who is part of our online world?* Ask them to name the various groups such as family, friends, acquaintances, famous people, and so on.

- b) *How do we keep in touch?* Ask them to consider the positive aspects this brings to life, such as being able to freely speak, text or video call with friends and family. Do they communicate directly or generally through sharing updates?
- **Part B:** Ask students to think about the social web, such as popular networking sites or apps. How do your students deal with (or could deal with) content or comments that concern them? Do they know how to report it or who to tell? Refer to the Insafe website [www.saferinternet.org].

Continue the theme by now considering creating advice and guidance for keeping healthy and well online. Include headings such as 'Using phones and road safety', 'Avoiding theft' and, for personal safety, 'Switching off devices such as the computer' and 'Keeping passwords to yourself'. A good saying to use is 'keep your password like your toothbrush: never share them and change them often!'. Can the students think of any others?

- **Part C:** Still working in groups, ask the students to consider: *What could someone do if they had your password?* Ask them to come up with a short story or scenario of someone having access to someone else's password: Could they steal someone's identity? What might happen to an adult? Ask students if, in their view, reports of abuse dealt with effectively? Can they speak freely online or do they fear comments from other users? Should this be part of the manifesto? Consider this on the Tricider website and contribute to the discussions.

Evaluation

Using the feedback from the previous lessons, seek to identify advancements or changes in attitudes and the students' own reflections on earlier activities and discussions. A final round up of sticky note feedback on *'things I have learnt'*, or online feedback using Tricider, can be used to evidence learning outcomes.

Links

Website	Description
youthmanifesto.eu	Website to collate views on digital rights
www.saferinternet.org	The website of the European network of Safer Internet Centres.