

## U12.5 - Lesson 5: Creating a better internet - being happy, playing games and being connected

### Subject

Exploring the theme of 'Happiness, play and social interaction'.

### Age group

Under 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 lesson explores the importance of being happy, playing games (online or offline) and the way we are able to connect to friends, family and also people we may not know but have contact with online.

### Description

This lesson enables students to explore the things that make them happy: for example, the games they play and the people they engage with online. Using the Pan European Gaming Information as a platform to build on, they will further design advice and guidance to keep safe. They will then consider what more can be done by developers of games and websites to help to promote safety.

### Pedagogical objectives

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

1. Increased their awareness of their self-esteem, confidence and identity.
2. Increased their awareness of the importance of play.
3. Learnt about Pan European Gaming Information.
4. Learnt some basic principles for safe and responsible use of the internet.
5. Learnt about contributing positively to the development of European policy.
6. 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.

- **Part A:** This part focuses on exploring happiness and play. Working in small groups, ask the students to list all the games they like to play on some flipchart paper. Can they then divide them into *games online* and *games offline*? Can they identify all the ways in which they can play games online? What hobbies do they like to do offline too? Compile a top ten games and hobbies for the whole class from the results of the

discussion.

- **Part B:** This part of the lesson focuses on exploring being connected. Ask the groups how they talk to their friends and family or other people online. Can they see which ones are offline and online? Ask them now to think about the things that worry them about talking to people online. Do they know how to report anything they see online that worries them? Ask them to document their worries on a mindmap on a flipchart - this will provide a basis for Part C.
- **Part C:** The next part of the lesson looks at keeping safe online while being connected and gaming. Review the PEGI (Pan European Gaming Information) website and tips on the Insafe website: these resources offer guidance on game ratings, provide tips and guidance to help stay safe online, and also have resources for children. Ask students to come up with their own tips to keep safe online. This should include never meeting up with people they have only met online. What could the makers of games do to make sure it is safe for children and young people to play their games? Add the suggestions to the Tricider website.

### 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
<a href="http://youthmanifesto.eu">youthmanifesto.eu</a>	Website to collate views on digital rights.
<a href="http://www.pegi.info">www.pegi.info</a>	Pan European gaming rating and information.
<a href="http://www.saferinternet.org">www.saferinternet.org</a>	The website of the European network of Safer Internet Centres.