O12.5 - 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
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 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 importance of 'belonging' to groups 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 and responsible use of their products.

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:** Ask students to consider what *makes them happy*. Working in pairs as a listening exercise, ask them to reflect for one minute and then take turns speaking and listening to their partner. Ask them to list the common themes, for example, being with friends, being with family, being part of a group, their hobbies and leisure activities.

- **Part B:** Ask the students to share the outcomes of their discussions with the group and compare ideas. Which of these themes is also something they can do online? Considering the social web and gaming, ask students to consider the groups they belong to online: which are personal and public groups where they connect to anonymous users? Ask them to then explore what worries or concerns they have, if any, about being part of groups: ask them to individually write these on sticky notes and stick them on a flipchart sheet (they can do this anonymously if they wish). The groups should then group the notes into themes so that the whole class can then collectively build a list of concerns.

- **Part C:** This part of the lesson focuses on 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 to keep safe online and has a good video clip for young people. Ask students to build on these come up with their own tips to keep safe online. What advice would they develop for younger students? What could the makers of games do to make sure it is safe for children and young people to play their games? Use a collaborative wall such as Padlet to record the discussion and add any 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
youthmanifesto.eu	Website to collate views on digital rights.
www.pegi.info	Pan European gaming rating and information.
www.saferinternet.org	The website of the European network of Safer Internet Centres.
www.padlet.com	Website for collaborating on a 'wall of ideas'.