Health to meet you

2019-1-CZ01-KA229-061152

Health dimension: Screen Use

Name of activity: "Safe Internet", ICT lesson

Description of the topic:

Do all children and young people know what "offences on the Internet" means and what kind of behavior in the Internet is considered illegal?
Unfortunately, there are still a lot of those who, when they get into an unpleasant situation on the Internet, do not know how to act and protect themselves.
The aim of the lesson is to raise awareness that there are the same rules on interpersonal communication on the Internet, as in real life. If someone notices a negative action from another user, he/she must be brave and report the situation to adults or the social network administration.

Initial assessment:

Although there is a lot of information available, too less attention is paid to the infringements and violation of rules on the Internet.

Objectives of the activity:

1. To promote awareness of the Internet infringements.
2. To encourage responsible use of the Internet.
3. To be co-responsible in the prevention of infringements.
4. To encourage students to protect themselves, friends and/or classmates in situations that comes to the violation of rules on the Internet.

Target group: 7th grade (13-14 years)

Activity process structure, implementation:

1. At the beginning of the lesson students are asked to answer two questions:
- If you are under age of 15, can you be punished for illegal Internet action? From what age do you have to take responsibility for something bad done on the internet?
- Two of the girls created a fake profile on Instagram and published in it photos of their classmate in which she appears in an awkward situation. Followers of the account wrote some bad comments. How do you think - is this an infringement?

2. After first activity, students are divided into groups. Each group studies all of the following problem situations that can be encountered on the Internet: **slander, threatening, harassment, stalking, incitement to racial or ethnic hatred, pictures or videos showing violence, blackmail, mocking, fake profiles and emotional humiliation on the Internet.**
Students analyse given situations by preparing answers to the following questions:
1) In your opinion, is the given situation a case of infringement?
2) What would you do if you were in this situation (in the victim's role)?
3) Do you think anyone should report this situation?
4) Whom could it be reported to?
5) Do you believe that friends and other Internet users should be alerted to such cases?
6) Would you report if you noticed that someone else (not you) was in such a situation?

4. Finally, teacher organises a discussion in the classroom asking students to answer the following questions:
• Have you ever reported a person's negative behaviour, offences on the Internet?
• How did you report that? (Told an adult (teacher, parent, school psychologist), used the social network reporting possibilities)
• Which of the above-mentioned offences (point 2) would you surely report?
• Did you know that reporting on social networks is anonymous? The infringer will never know that you reported.

Equipment, aids, tools:
Problem situation cards for groups.

Expected results, assessment:

Students will be able to identify violence on the Internet.
They will actively take part in protecting themselves and people around them.

References:
www.drossinternets.lv

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