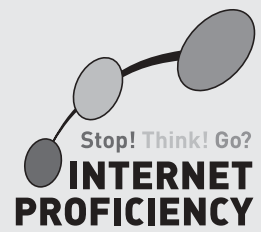


Extension/refresher Activities



This section contains creative activities which could be used either to reinforce the messages of the earlier lessons or act as a refresher to remind pupils at a later date of the material they have covered.

There are three activities:

- Creating a board game to reinforce the Stop! Think! Go? message
- Designing an information leaflet for parents, informing them about an aspect of Internet safety
- Writing a short play, highlighting the actions, impact and consequences of irresponsible behaviour when someone is using communication technology.

These activities are designed for pupils in Years 5 and 6; activities 2 and 3 include opportunities to use ICT.



Extension/refresher Activities

Activity 1 – Creating a board game

The objective of this activity is to give pupils an opportunity to think of creative ways of reinforcing the Stop! Think! Go? message when using on-line technologies. They will need about 3 hours to plan, design, refine and try out their games. This activity could be linked with work in design and technology.

Resources

- Materials to plan the board game
- Materials to make the board game, including pens, card, pictures (of different types of communication technologies)
- Materials to play the game with e.g. dice, counters

Introduce the activity to the whole class but then organise the children into small groups who will work together to create the board game. Encourage pupils to think about what they have learned about using the Internet and communication technologies safely. Could they make a game that would help other people remember the advice to keep them safe? Ask the children to brainstorm different types of board games that they know about. Ask for brief descriptions of how they are played. Put the information on a chart for display to remind the children how they could design the game, incorporating features from a number of different games.

How will their game work? It may be a traditional game with positive and negative cards – for example, 'You make a new friend – move forward two spaces' or 'You give out your e-mail address to a stranger – move back three'. It could be like snakes and ladders – make the correct choice and move up the ladder, make the wrong choice and zoom down the snake, or it may be something completely different. Make the game and write the rule booklet.

Once the games have been made, allow the children to play each other's games, discussing how they work, how effective they are in reinforcing the SMARTthinking messages, and how they could be modified to improve them.

Activity 2 – Designing a leaflet

This activity gives pupils an opportunity to demonstrate their knowledge of the risks involved in using communication technologies and awareness of associated safe, responsible behaviours. It is likely to take pupils about two hours. There are a number of potential links with work in English, design and technology, ICT and PSHE and Citizenship.

Resources

- SMARTthinking messages
- Materials to make the leaflet, e.g. paper, pencils, pens, pictures
- Access to a computer if they are using ICT
- A selection of samples from other safety campaigns or leaflets.

It may be a good idea to split the activity into two parts: during the first part pupils could work in pairs to design and make the leaflet and in the second part they could refine their work. They will need to start by thinking about the various forms of technology and the risks they pose. Providing samples of other safety campaigns and suitable illustrations or clip-art will be helpful. You will also need to decide on the scale of the leaflet – if they use an A4 page landscape, they could make it a four-page leaflet, whether they're using ICT or pasting text onto it.

Working in pairs, they should then choose the particular technology – e-mail, texting, chat rooms, browsing the Internet – that they will focus on. They will need to remember that their audience is adults, but telling them how they can help children to keep safe.

Once they have completed the leaflets, allow time for pupils to discuss them all. Are the messages clear enough? Is there too little detail, too much? Will adults, parents and carers understand what is being said? If the leaflets were for children rather than adults, what would they change?

Extension/refresher Activities

Activity 3 – Writing a play

This activity involves pupils in writing a short play, highlighting the actions, impact and consequences of irresponsible behaviour when someone is using communication technology. There are potential links with work in ICT, English and drama.

You will need to allow approximately 2–3 hours for writing, reviewing and performing the play. Pupils will need to work in groups to write the play. Group sizes will depend on how familiar the pupils are with this type of work. They need to be large enough to enable a wide range of ideas, but not so large that some individuals feel inhibited.

Resources

- Samples of rules, messages, leaflets etc. from earlier lessons
- SMARTthinking messages
- Stop! Think! and Go? cards to insert into the play – encouraging children to adopt the appropriate strategies to inform their decisions.

Explain to the children that they are going to write a play script to highlight an aspect of using communication technology. Ask them to talk about the different aspects they have investigated via the Cybercafé, including text messaging, e-mail, chat rooms and searching for information on the Internet. They will develop the play by including some aspect of irresponsible or inappropriate behaviour – sending bullying text messages, perhaps, or giving personal information in a chat room. They will need to create the characters for their play and consider the consequences of the actions. They will also need to think about how they will present using the technology – are there ways they could show a computer or telephone screen (an interactive whiteboard, perhaps), or can they pretend to be typing and reading from a screen?

Once they have decided on the storyline, they need to think about how people really behave: would people try to hide what they'd done or would they admit it straight away?

They should also think about the action in the play:

- Who finds out about the action?
- How do they find out?
- Who feels hurt or at risk?
- If there is a culprit (in the case of bullying, for example), what happens to them? What should the victim have done?

Some pupils may find this activity difficult to work on in an abstract way. It may be more relevant to ask them to suggest a scenario and then allow them to 'act out' the scene with other pupils. You could record the play for them, stopping them as you scribe. Ask them to 'replay' the scenes so that they follow what is happening and can suggest sensible actions to take.

After the writing, ask the children to perform their plays, discussing how powerful the messages are. Do they help children to Stop! Think! and Go? when using communication technology? Are they more likely to think about safe behaviours now they have seen the plays?