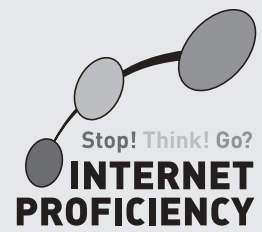


Lesson 2



Introducing the Cybercafé web site

During this lesson children will have the opportunity to use the Cybercafé web site (www.gridclub.com/cybercafe), learning how to navigate around the web site, what activities are available and how the characters can help them with the activities. You will find it helpful to read the 'How to use the Cybercafé web site' section in this pack beforehand.

Children will also be introduced to the SMARTthinking section of the Cybercafé and have the opportunity to discuss the messages and questions. This is an introduction to SMARTthinking; there will be plenty of opportunities in subsequent lessons to develop pupils' thinking about applying the SMARTthinking process to different situations.

This would also be a useful opportunity to remind pupils about the school's Acceptable Use Policy.

The materials for this lesson can be downloaded from www.gridclub.com/cybercafe/teachers.

Learning objectives

Pupils will:

- be able to navigate the Cybercafé web site
- explore the different sections of the Cybercafé web site – e-mail, chat, web browsing, SMS text messaging
- develop or reinforce appropriate vocabulary and navigation skills as they explore the web site, such as navigation tools (arrows on the tool bar and arrows at either side of the web site), hot links/hyperlinks, 'Help' and 'Glossary' buttons
- experiment with methods of communication that they are unfamiliar with, such as chat rooms
- be able to use the glossary to find the meaning of new terminology
- become aware of the SMARTthinking messages that are designed to help them use the Internet and communicate safely.

Organisation

Ideally this lesson should take place in an ICT suite so that pupils can explore the Cybercafé at their own pace. If access to an ICT suite is not possible, you will need to demonstrate how to enter the web site and navigate around it. Plenty of time will be needed for pupils to explore the web site, working in pairs, and to find out where the SMARTthinking area is located. Some pupils may need support with reading some of the text on the web site.

This lesson begins with a whole-class introduction, during which you or a pupil could demonstrate how to log on to the Cybercafé and how to navigate around it. Pupils then work in pairs to explore the site. They may need to be directed to the section containing the SMARTthinking messages and to consider whether they think any of them have been applied in the activities on the web site.

Please note pupils should not complete the quiz at this stage. They should wait until they have undergone all of the lessons and completed all of the sections on the web site.

Timing	Suggested age group of children	Useful for
65 minutes (approx.); longer if pupils would benefit from investigating the Cybercafé	Year 4 Year 5 ✓ Year 6 ✓	Whole class teaching ✓ Large group work Small group/pairs ✓

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Relevant to the following PSHE and Citizenship Framework at Key Stage 2

Knowledge, skills and understanding

2. Pupils should be taught:
- f) to resolve differences by looking at alternatives, making decisions and explaining their choices
 - k) to explore how the media present information.

Resources

Part of the Lesson	Type and Title of Resource
Activity Part 1	Cybercafé web site – www.gridclub.com/cybercafe (this is to be found in Appendix 1 of the teacher's pack)
Activity Part 2	Decisions A – a Pupil Worksheet (Group A) Decisions B – a Pupil Worksheet (Group B) Decisions B and C – Pupil Worksheet (Group C)
Activity Part 3	Glossary – a Pupil Recording sheet (pupils should note down terms and type in their meaning in the template)
Plenary	SMARTthinking – a visual aid (you may want to print this out on an OHT) Stop, Think, Go! – a visual aid (you may want to print this out on an OHT) A colour version of both these resources is included in this pack.

Introducing the lesson

You could start by asking the children how many of them have used the Internet for research, e-mails or chat rooms. Have they ever had any problems when using these technologies? What did they do? Have they ever thought about possible risks with using this type of technology for communicating?

Explain that they are going to visit a Cybercafé that has been specifically designed to help them learn how to keep themselves safe when using the different types of technologies.

(5 minutes)

Activity 1

Part 1

Demonstrate how to load the web site to the whole class (or ask a pupil to do so). Tell the children that this is the Cybercafé. Point out to pupils that there are four main areas to investigate: web browsing, e-mail, SMS/text messaging and the chat room. It may be helpful if you allocate different areas to them so they will not all be feeding back on the same area during the plenary session.

Now ask them to work in pairs at a computer, and look around the site to see what sorts of activities are on offer. There are characters who will help them if they get stuck. Remind pupils to read the information carefully. If they get stuck, Griff, the 'help' character, will help them or they can refer to the specific help sections situated in the different areas.

(5 minutes)

Part 2

In pairs, pupils explore the Cybercafé site. As pupils settle into the activity, ask them if they have come across any new vocabulary. Make a note of the words, perhaps by encouraging pupils to write them on a blank OHT as they come across them, or on a flipchart or interactive whiteboard. Depending on the age, ability or experience of the children, you might show them how to find and use the site's glossary as they identify the words.

After a brief exploration, pupils should investigate one activity in more detail.

(25 minutes: 5 for general exploration, 15 minutes for focused investigation, 5 minutes for recording their decisions as described below)

Group A

As suggested in the first part of this activity, pupils should spend a few minutes exploring all areas briefly and then look at the most appropriate area in detail. This group is likely to need quite a lot of support, as there are lots of things to look at. They might also need help in identifying and recording new terminology. They should try and recall the decisions they were asked to

make to help the character. If they are struggling, they could be presented with the appropriate page from the prepared question sheets, **Decisions A**, in which they are asked to highlight their decision.

Some pupils may benefit from having an adult or other more experienced pupils supporting them, helping to read the text or discuss it as necessary. It may also benefit pupils if they investigate one character/activity at a time rather than browsing the entire site at once. A note should be made of any terminology with which children are unfamiliar. It might be helpful to print out the screen where the new words are found and record the words on small pieces of card or paper which can then be attached to the print-out.

Group B

Pupils in this group will have had more experience of using the Internet and possibly, of using a wider range of communication methods. Some pupils might need a little support to navigate around the site, but hopefully, when they select an area to investigate more closely, they will be more confident. Many pupils in this group are likely to have been exposed to more safety guidance and should be able to explain the reasons behind their decision-making. They may be able to relate some of the decisions to their own personal experiences. Pupils in this group could use the appropriate pages from the prepared questions sheets, **Decisions B**. In this, they are asked to explain why they made that decision.

Group C

Pupils in this group will have had considerably more experience with some aspects of communication technology, or of a broader range. They are also more likely to have had some experience of risky situations. Ask pupils to look at the Cybercafé and to select one area per pair for closer investigation. Ask them to compare the activities with their own experiences. Do they think that the advice is appropriate? Could they add anything else to the advice? What do they think are the most significant safety messages that children need? Show them the questions in **Decisions B** and ask them to devise some safety-related decision-

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making questions for the rest of the group. These should be restricted to the areas being covered: web browsing, e-mail, chat and SMS. They could use the template, **Decisions C**, to record their ideas.

Part 3 – Glossary

If you have not already shown pupils how to use the glossary, do this now. Ask for volunteers to locate some of the words. As they find them, they should write the word and their version of the meaning on to the Glossary template and attach the finished speech bubble to their monitor. (Ideally, templates will be printed out on card, and cut out, prior to the lesson.) After the lesson, the templates can be added to a class display.

(10 minutes)

Plenary

Discuss the web site – what do they like about it? Is there anything they dislike? Discuss how easy it is to move around the web site. Did anyone have any problems? How did they solve the problem?

Did they notice a particular slogan that kept being used? What was it? Was it helpful? Use the **Stop, Think, Go!** visual aid to reinforce this message.

Which characters did they come across? What did the characters need help with? Were you able to help? Did they use the Stop, Think and Go! approach? Did it help?

Ask them what messages they were given (e.g. don't copy chunks of text out, it might get you into trouble at school – instead read it and write it in your own words; don't tell anyone your name and address – these are part of your unique identity). Make a list of the suggestions on the board, a flipchart or an OHT. Ask them which areas of the Café they were in.

Follow-up (optional)

Ask pupils to prepare a badge, or a poster based on one of the rules they have looked at today or on the Stop, Think, Go! slogan.

Encourage pupils to feed back their decisions. Ask pupils in Group A how they responded to a particular situation and then ask children in Group B if they made the same decisions. Ask the pupils in Group B why they made that decision. Is this why those in Group A made the decision?

Ask pupils in Group C to read out or talk through their scenarios. Ask pupils what they would do. Does this match what the Group C pupils did? If not, what did they do? What was the best decision?

(10 minutes)

SMARTthinking

Ask if any pupils discovered the SMARTthinking messages section. Encourage one of these pupils to demonstrate and ask all pupils to find SMARTthinking on their computer. Ask them to read through the messages twice and then to turn off their monitors as you are going to have a quick-fire quiz!

- How many messages are there?
- What did they notice about each section?
- Who can remember any of the significant messages?
 - What do we need to think about when we receive 'anonymous' messages?
 - What are the 'reliable' messages? E.g. you can't rely on people telling you the truth.
 - What are the 'secret' messages?
 - What are the 'meeting' messages?
 - What are the 'tell' messages?

Remind them to keep the clues in their head when they are using the Internet. "Remember to Stop, Think and Go to keep yourself safe".

(10 minutes)

Learning outcomes

Pupils will:

- know how to navigate the Cybercafé web site
- realise that the characters will help them to learn how to keep themselves safe.

Children will be able to talk about some of the rules that they have come across. However, there will be a lot more time and many opportunities for them to develop a real understanding of these rules as they work through the scheme.