

Scenario 1

Tanya in year 4 tells you about her internet buddy Sunta. Tanya has never met Sunta in the real world, they just chat on the internet. Sunta has asked Tanya if she would like to chat on webcam the next time they speak.

What would your advice be to your friend?

Teacher guidance 1

This scenario relates to S – keep your personal information safe and R not everyone online is reliable.

The desired outcome will be for the group to say that Tanya should not appear on webcam as she has never met Sunta in real life. The group's advice may also be to recommend that Tanya speaks to her parents/carers about this situation. Sunta may well be a genuine online buddy, however, whilst in primary school it's a good idea to chat with the people you already know like school buddies.

Scenario 2

The whole class were allowed to take cameras on a school visit to a reservoir. Plenty of fun photos were taken.

Last night you were looking at your friend's website. He has uploaded lots of photos from the visit. There are lots of photos of you and your friends in school uniform and your full names have been added to the site.

What should you do next?

What should your friend have done before uploading these photos?

Teacher guidance 2

This scenario again relates to keeping personal information safe.

The desired outcome will be for a group to discuss safe ways to upload photographs. E.g. uploading photographs of you and your friends in school uniform isn't a great idea particularly if your full name is also near the photograph. A good rule of thumb when you're uploading photos is not to have your full name associated with them.*

With regards to the two questions asked in this scenario – the groups may say that they would speak to this friend themselves and ask him to remove the photos or they may say that they would seek adult advice. It's a good idea to try to reach an agreement with the class about photographs that they take of their friends – they should always ask people's permission before posting anything on the internet.

*If any children say that they have seen other people do this e.g. parents/older sisters/characters on the television then it is worthwhile discussing the fact that as they are children. It's really important to learn top tips in safety before launching themselves wholeheartedly into the world of the internet.

Scenario 3

Your friend has been talking to someone they met online for about a year. Your friend is planning to meet up with them at the park not far from where you live. Should your friend go and meet them?

What advice would you give your friend?

Remember – your friend has been in contact with the online buddy for over a year. Does this mean that the online buddy is trustworthy?

Teacher guidance 3

This scenario relates to M – meeting up with online friends can be dangerous.

The desired outcome will be for the group to advise the friend that meeting up with an online friend is ALWAYS dangerous, even if you have known them for some time. An online buddy is still a stranger. In addition, meeting in a park is not a good idea. A public place is a better location such as a shopping centre or a café. An adult must always be present if a child ever decides that it is critical that they meet with an online friend.

Scenario 4

One of your new contacts on Instant Messenger tries to send you a picture. You have never met this person before. They have told you the file is a picture of the friend that you both know.

What do you do?

Could opening this file be risky?

Teacher guidance 4

This scenario relates to A – Accepting files can be dangerous. At times children can be tempted to open files from people they don't know in the hope that something interesting may be contained within e.g. a photo of a friend. Attachments can contain malicious software such as viruses and spyware. Viruses can slow your computer down and spyware can trace the sites that you visit and sometimes even look at the passwords you use online. The desired outcome will be for the group will be for them to realise that opening this file is not a good idea. They should also realise that having unknown people on your instant messenger account is not a good idea.

Scenario 5

You love listening to music on the internet. Your friend has told you about a website called a file sharing website where you can get music, games and films for free. To use this file sharing service you have to download something on to your computer.

What do you do?

What are the dangers of using file sharing sites?

Teacher guidance 5

This scenario relates to Accepting. The desired outcome will be for the group to recognise that downloading games, films and music for free is often illegal. A lot of net nasties like viruses are also circulated via file sharing networks. Encourage the group to share names of legal download sites such as napster, MSN music, iTunes etc.

Scenario 6

You have been asked to do some homework for your teacher about a place that you would like to visit in the world. You need to write about the weather in this country, the food and the animals that you will find there.

Iceland is a country that you would like to visit. You begin to look for information about Iceland and you find a site that looks like this:

www.factsabouticeland.com

Iceland

Camels roam freely in Iceland; they enjoy drinking water from the beautiful lakes in this country.

The national dish in Iceland is a delicious burger made from camels. Often camel burger is accompanied by a delicious cold drink made of ice and pineapples called an ice shake.

The weather in Iceland is hot all year round – super! ☺

Do you think that the information on this site will be helpful for your homework?
What can you do to check this information?

Teacher guidance 6

This scenario relates to the reliability of information online. Pupils should be encouraged to come up with good strategies for looking up information online:

- Only using trusted websites e.g. the bbc
- Always checking more than one website
- Asking an adult about the information
- Checking in books!

Scenario 7

You have been talking to Sally, your online friend for a few weeks now. She sounds really cool. She lives in Dubai. She has her own room and 3 dogs. Her family also has a swimming pool and 6 horses.

What do you think about this information?
Is it easy to trust people when you are online?

Teacher guidance 7

This scenario relates to Reliable. The desired outcome will be for the group to recognise that it can be very hard to know if someone is telling the truth online. In this instance it may well be true but it is very difficult to know for sure. Photographs can provide evidence but children should also be aware of how easy it is these days to create false photographs online.

Scenario 8

You are searching for some information on your homework and click on a website that turns out to have some really nasty images on it. You didn't mean to open up this page and it makes you feel upset.

What do you do?

What can you put on your computer to help?

Teacher guidance 8

This scenario relates to Tell. The desired outcome will be for the group to recognise the importance of informing an adult if they have seen something online that worries them. Many pupils will have filters on their computer that will minimise the risk of this happening but sometimes an image may get through. It's important for them to vocalise who they would tell if this scenario occurred.

Scenario 9

You have been getting some text messages from an unknown number. At first they were ok, telling jokes and saying that they liked you but you just ignored them. Lately however, they have become pretty mean – saying that they hope bad things will happen to you. You start getting one every couple of hours.

What do you do?

What can you do with the messages?

Should you reply to these messages?

Teacher guidance 9

This scenario relates to Tell. The desired outcome will be for the group to recognise that their scenario is cyberbullying and that it is important to tell someone if it happens. This could be a parent/carer, a trusted adult and in some serious instances – the police. Any messages/emails received should be kept as evidence. They should also discuss the importance of not replying to the messages as this could make the situation worse. If you are looking for more information on cyberbullying please visit www.digizen.org The teacher may also want to raise the point with children that some aspects of cyberbullying are against the law and the criminal age of responsibility is 10.