

## Year 7 Independent Learning Project (ILP)



Subject: Computing

### Staying Safe Online

<b>Name:</b>		<b>Class:</b>	
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In this project you will learn: <ul style="list-style-type: none"><li>• How to stay safe online.</li><li>• How to use technology safely and responsibly</li><li>• Recognise how to protect your identity and privacy online</li><li>• How to identify good and bad online behaviour, including cyberbullying and scams</li></ul>	Time you should spend on this project:  No more than 3 hours
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**At the end of this project you should be able to meet the following Steps:**

<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>
I can use technology safely and responsibly	I can take measures to protect my identity and privacy when using the internet	I can identify good and bad online behaviour, including cyberbullying and scams	I can demonstrate understanding of ways to report concerns

**You should break down your time in the following way:**

Email or letter – up to 1 hour  
E-Safety Poster – up to 1 hour  
TV advert - the rest of your project time

Weblinks you should use to help you with this task:

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
<http://www.bbc.co.uk/cbbc/curations/stay-safe>  
<http://www.bullying.co.uk/cyberbullying/>  
[www.kidsmart.org.uk](http://www.kidsmart.org.uk)  
[www.kidscape.co.uk](http://www.kidscape.co.uk)

## **Background Information**

<b>Scenario 1 – Dodgy Facebook</b>	<b>Scenario 2 – Twitter Concerns</b>
<p>A friend of yours seems to automatically accept all friend requests on Facebook.</p> <p>You reckon there are at least a few dodgy people that they list as friends and you're concerned.</p> <p>One of their 'friends' is someone you've been warned about. You reckon it's a dodgy imposter, pretending to be a young teenage girl.</p> <p>You tell your friend but they tell you to get lost and mind your own business.</p> <p><b>What should you do next?</b></p>	<p>A friend of yours loves Twitter. A bit too much – they keep posting tweets about everything – where they're going, insults and comments about others. It is like they don't realise that other people can read what they're tweeting!</p> <p>You've spoken to them about it but they just don't get it. They reckon you're sticking your nose in where it isn't wanted.</p> <p><b>What should you do next?</b></p>
<b>Scenario 3 – IM Problems</b>	<b>Scenario 4 – Email Hassall</b>
<p>A friend chats all the time on IM. You and a group of others feel safe and secure and use it for all the current gossip.</p> <p>Your friend then invites others to join your chat. They start talking about stuff you don't like so you block them.</p> <p>Your friend tells you to grow up and get a life – but you feel uncomfortable – something feels wrong.</p> <p><b>What should you do?</b></p>	<p>You best friend starts getting dodgy emails on the school system. So much so that they stop using their school email account.</p> <p>They then start getting emails to their home account – nasty stuff about how they're 'going to get what's coming to them'.</p> <p>They block all the emails but keep getting more. You suggest reporting it, but they tell you not to worry and it'll be fine.</p> <p><b>What should you do?</b></p>

## **Your tasks:**

### **Task 1: Email or Letter**

Choose **one** of the scenarios above and then work through the tasks below:

1. Prepare an **email** or **letter** to your friend on the sheet given in the booklet – try to explain why you're concerned, list some dangers of this behaviour, remember – they didn't listen when you had a chat with them so you will need to go into detail.
2. Write at least five sentences

### **Task 2: E-Safety Poster**

Create a poster which will advise other students in year 7 how to stay safe when they're online. You can choose one of the scenarios above to tell your peers the best way to stay safe.

### **Task 3: TV Advertisement**

Create a storyboard for a short TV advert which could be shown on a children's TV channel. Think of a storyline and in each of the squares below, explain how the young person in your advert put themselves in danger, and how they learn from their experience. Make sure that you show how they should report their concerns.

**Create your work on the sheets attached – make sure that it is handed in to your class teacher by Friday 19<sup>th</sup> May 2017.**

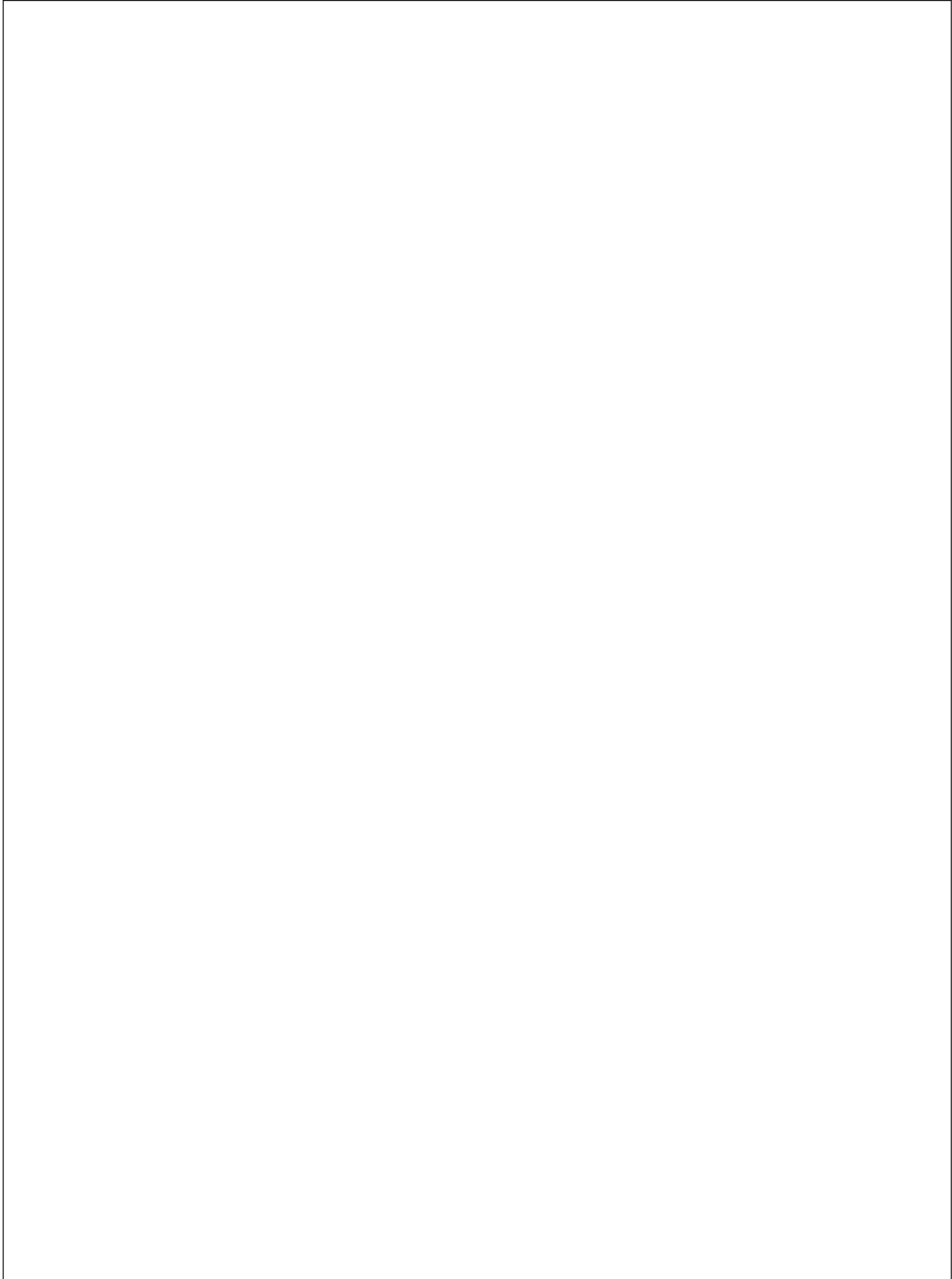
### **Task 1: Email or Letter**

Choose one of the scenarios above and then work through the tasks below:

1. Prepare an **email** or **letter** to your friend in the box below – try to explain why you're concerned, list some dangers of this behaviour, remember – they didn't listen when you had a chat with them so you will need to go into detail.
2. Write at least five sentences

**Task 2: E-Safety Poster**

Create a poster which will advise other students in year 7 how to stay safe when they're online. You can choose one of the scenarios above to tell your peers the best way to stay safe.

A large, empty rectangular box with a thin black border, intended for students to create their E-Safety poster. The box occupies most of the page below the instructions.

### **Task 3: TV Advertisement**

Create a storyboard for a short TV advert which could be shown on a children's TV channel. Think of a storyline and in each of the squares below, explain how the young person in your advert put themselves in danger, and how they learn from their experience. Make sure that you show how they should report their concerns. You can use the scenarios above to help you with some ideas.

What's happening?	What's happening?	What's happening?
What's happening?	What's happening?	What's happening?
What's happening?	What's happening?	What's happening?