Online Safety

> **Level:** Intermediate+
>
> **Age:** 13+ suitable for learners who have some online autonomy at home
>
> **Time:** 60 minutes
>
> **Aim:** To raise awareness of online safety issues
>
> **Skills:** Speaking, reading
>
> **Materials:** Worksheet
>
> **Note:** This lesson will work best in a group of learners who know each other fairly well and feel comfortable with each other.

Look, think and share

1. Show learners three pictures and ask them to label the problem they see in each. If you are teaching online, make sure learners have access to the worksheet or share the images via your screen share.

Key
1. *cyberbullying*
2. *seeing bad images/videos*
3. *tech addiction*

2. These three topics may spark further conversation about problems associated with internet use. Ask learners to discuss the following in small groups: *Have you ever had any negative experiences online that you are comfortable sharing with your group?* If you are teaching online, place learners in breakout rooms to discuss the question and then summarise their small group discussion for the class.

Read, think, and compare

3. Ask learners to complete the survey individually. Ask them to be as honest as possible and give them time to reflect on how they behave online. They can use the Notes column on the right to include additional information. For example, they might note the frequency of their behaviour with 'only at the weekends'. Let them personalise this as much as they can as then it will become more relevant and personal

to them. If you are teaching online, you could prepare the survey with an online form, such as Survey Monkey, so that the class can quickly see the results.

4. When the students have completed the survey, put them into pairs to compare their answers. Allow learners to choose their partners so they can work with someone they trust and get on well with. Remind them not to judge each other's answers, but rather reflect on their habits. If appropriate, bring the learners back into a whole group to discuss if they were surprised by anything they'd learnt about themselves or their partner.

5. This task brings together some of the online safety guidelines that may well have been discussed already. This is the chance to stress the importance of online safety. Learners should match the beginning and ending of the sentences to make a list on common sense rules. You may want to talk about some of these, and, if appropriate, find examples from the news. The idea is not to scare learners, but to make them aware of the dangers in a way that's right for their age and their level of maturity.

Key
1 d; 2 b; 3 e; 4 g; 5 h; 6 a; 7 f; 8 c

Reflect and write

6. This final task asks learners to consolidate their thoughts on online safety by writing digital resolutions. In the same way we make New Year's resolutions, it's always a good day to make digital resolutions to improve our digital habits. Give an example or two and then ask the learners to write their own.

My digital resolution is to keep my phone in my bag when I go out for dinner with friends.

My digital resolution is to leave my phone in another room when I go to bed and not to look at it for at least an hour before bedtime.

My digital resolution is to check the security settings on all my apps and make sure they're as private as they can be.

Further Reading

National Society for the Prevention of Cruelty to Children (NSPCC)

https://www.nspcc.org.uk/keeping-children-safe/online-safety/