Keeping Myself eSafe

Cav's Story

Teacher's Guide

Cav's Story

Lesson Plan

Synopsis

Cav's story focuses a teenage boy whose naivety results in him being caught up in 3 significant e-safety issues: cyber bullying a Polish classmate by setting up a fake social networking profile; losing savings from his bank account after he divulges financial information online; and posting details of a party at his parents' house on his social networking site with disastrous consequences.

This scenario addresses the following aspects of e-safety:

- Cyber bullying
- Social networking
- Phishing
- Security of personal information

Age and stage

Cav's Story is particularly appropriate for learners in the early and middle stages of secondary school – age 12 and upward.

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Resources

- Animated movie – Cav's Story (approximately 13 minutes)
- Discussion questions and answer sheet
- Statement sheet for extension work
- Information sheets
  - Cyberbullying
  - Social networking
  - Using the internet
- DVD player and TV (alternatively computer with data projector and screen)
- Flipchart or whiteboard

Learning objectives

Students will:

- recognise that anti-social behaviour and bullying take many forms
- know that cyber-bullying is a form of bullying
- understand the effects of cyber-bullying
- find out about some of the risks of using the Internet and, in particular, social networking
- understand the dangers of giving out personal information online
- know what is meant by the term 'phishing'
- understand the dangers posed by phishing emails

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Lesson outline (whole class activity)

1. Cav's Story is designed for delivery over a single 45-60 minute session, although it could be delivered over 2 sessions to incorporate extension work and further investigation.

2. Teachers should share the main learning outcomes with students.

3. Teachers should explain briefly that Cav's story is based on a real life event, which deals with the effects of cyber bullying, social networking and phishing. It should also be made clear, however, that the young people in the story are actors.

4. Show the animated story from start to finish (approximately 13 minutes).

5. Allow students a short period for quiet reflection after viewing the story.

6. The discussion questions and answers should then be used to explore the issues raised in the story. There are no correct answers to these questions. Teachers should encourage a range of responses from students and allow them to explore and challenge different viewpoints. Students should be encouraged to make connections between the story and their own experiences. Teachers may wish to summarise or record key points on a whiteboard or a flipchart.

7. The Information sheet provides teachers with up-to-date information and advice to facilitate preparation and delivery of this lesson. The information sheets most appropriate to Cav's Story are:
   - Cyber bullying
   - Social networking
   - Using the internet

8. When considering the story, students should be encouraged to:
   - identify and assess risks to personal safety
   - explore the possible consequences of each scenario
   - consider appropriate strategies for reducing risk and keeping e-safe

9.   The statements sheet can be used to facilitate further debate in small groups or as a whole class. This activity could be extended into an English lesson as a piece of critical writing.

10. Since no definitive ending is provided for Cav's Story, students could compose a possible ending. This might take the form of an exercise in creative writing or, alternatively, a short role play or drama activity.

11. At the end of the session, teachers should summarise the main learning outcomes and highlight key points to emerge from discussion. Students can also be directed to appropriate web sites or further sources of information and advice.

Cav's Story – Questions

The following questions should be used to promote discussion about Cav's Story.

1. At the beginning of Cav's story, he tells us he is in big trouble with his parents for two reasons. What are these two reasons?

2. Cav mentions someone called Marek. Who is Marek and what makes him different from other students?

3. What does Cav think of Marek initially?

4. What does Cav's friend Jed think of Marek?

5. Why do you think that Jed feels this way?

6. Jed creates a fake profile about Marek on Face2Face.

    a) Face2Face is an example of a social networking site. What is this?

    b) Can you name some other examples of social networking sites?

    c) Why do you think sites like Face2Face are so popular with young people?

    d) What kinds of things would be included in a personal profile?

    e) How was Jed able to create a 'fake profile' in someone else's name?

    f) What were the details Jed uploaded to Marek's fake profile?

    g) Why do you think he wrote these things about Marek?

    h) Do you think that there is anything wrong with what Jed did on Face2Face? Explain your answer.

7. Jed sends anonymous emails to Marek, and encourages Cav to do the same. What is meant by 'anonymous emails?

8. What kinds of messages were contained in these emails to Marek?

9. Although Cav didn't have anything personally against Marek, he was willing to join the others in sending hurtful messages. Why do you think he did this?

10. What is meant by the term, 'cyberbullying'?

11. How do you think Marek would have felt when he read the email messages sent by the boys?

12. What do you think Marek should have done after receiving emails like this?

13. Cav receives an email from BankSave requesting personal details.

    (a) Why do you think Cav was so willing to provide personal information?

    (b) What do you think he should have done in this situation?

14. What happens as a result of Cav completing the online BankSave form?

15. Phishing is a growing problem for everyone who uses the Internet.

    (a) What is meant by 'phishing'?

    (b) Phishing isn't only restricted to emails. Can you give other examples of how phishing scams reach their victims?

    (c) Why do you think that 'phishing' is so common today?

    (d) What are some of the other possible dangers of responding to a phishing message?

    (e) What advice would you give to someone who receives a phishing message?

16. Cav decides to have a party at his house for a small number of his friends, yet over 100 people turn up. How did this happen?

17. What simple step should Cav have taken that would have prevented this disaster from happening?

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Cav's Story - Extended Discussion

In smaller groups, students can be asked to discuss the following statements.

    (a)   Cyberbullying is not as bad as bullying someone in real life.

    (b)   It's easy to tell the difference between phishing emails and legitimate emails.

    (c)   I don't want to keep my social networking profile private because I want as many people as possible to read about me.

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