

| CITY 11-14 years | Scenario Details | Brief Summary of Lesson |
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| Introduction: Rapid Fire Quiz | <i>List of quiz questions</i> | |
| Scenario 1: Safe Sharing | <i>Taff is visiting Gooseberry City and staying in a hotel with free Wi-Fi. He is very excited and plans to post updates and take photos of his trip to share online. How can he keep himself safe?</i> | The first scenario in Gooseberry City is designed to help learners to think critically about how they share information online. It reminds them that it can be saved, altered and shared again, even if the original sharer deletes it. It reviews the nature of personal information and “ mandatory fields ” in online accounts. It looks at peer pressure to share immediately and the risks of using unsecured WiFi . Secure features such as encryption , https websites and Virtual Private Networks (VPN) are introduced. If data is transmitted over insecure connections, it may be hacked for fraudulent or other purposes. |
| Scenario 2: Digital Footprint | <i>Taff goes sightseeing in the City with his family. He has lots of opportunities to share photos, videos and updates online. How can Taff help to protect himself online and his digital footprint?</i> | This lesson explores issues surrounding the use of technology and digital media focussing on the pressures to share online, the potential impact on reputation of thoughtless sharing and the difficulty of removing content once shared. It explores the difference between our offline and online reputation and what creates a positive or negative reputation including things we like or share online. It explores peer pressure ; the techniques people may use to gain attention/popularity and the issue of internet memes . It considers the platform rules and laws that govern online behaviour and the effect a digital footprint may have on future lives. |
| Scenario 3: Images – An unwelcome Surprise (Sexting) Includes Pre-lesson advice on safeguarding and legal issues | <i>Taff is messing around with a new app and takes a rude photo of himself. He shares it thinking it will disappear after a few seconds. Taff is shocked when he gets a rude text message from a person, he does not recognise but who is on his Friend List. What should he do?</i> | This scenario addresses rude text and images (sexting) primarily from the point of view of the recipient . (The sending of sexts is addressed in scenario 8). It looks at what is meant by “rude” and identifies the devices and apps that may be used, the types of content that should never be sent and how to report unwanted contact. It advises how to deal with receiving rude content including never to on-share it with others. It also looks at the risks of sending rude content including reputation damage, blackmail, bullying and breaking the law. Ways of reducing the chance of risky contact are addressed as well as where confidential help can be found. |

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| <p>Scenario 4: Safe Sharing</p> | <p><i>Taff needs some help in keeping safe online when he is out and about. How can Taff keep himself safe online but still enjoy sharing information and updates?</i></p> | <p>Scenario 4 looks at the 3 C's, Content, Contact and Conduct and the benefits and risks associated with sharing in real time. It has a particular focus on live streaming via popular video sharing apps and websites and of “checking in” when away from home. The risks include revealing location, personal information, or personal views. Sharing data publicly can risk trolling or unkind comments. Students are encouraged to debate the issue of sharing in real-time. They will also explore the addictive nature of technology, the fear of missing out (FOMO) and the impact that constant use of technology can have on offline relationships.</p> |
| <p>Scenario 5: Grooming – (more than friends)</p> | <p><i>Taff met a person whilst out and about. They got chatting about online gaming and Taff added him as a friend online. The new friend has sent Taff friendly messages every day. Taff is starting to feel uncomfortable. What should he do?</i></p> | <p>Scenario 5 introduces the concept of grooming and how to identify the features of grooming, including the process of befriending. The lesson explores the nature of friendship, how friendships are formed, how information posted online can reveal information about us and how this can be exploited by groomers to gain a child's trust. Although it can be difficult to spot, there are some warning signs of grooming, not least an intuition that something is not quite right. Flattery, gifts and secrecy are also signs. The focus of the lesson is on recognising these signs and knowing how to respond safely as well as reducing the risk of contact in the first place. Children should know that it is not their fault and how to seek help.</p> |
| <p>Scenario 6: Streaming, Downloading & Uploading</p> | <p><i>Taff wants to watch a film at his hotel, but it is very expensive. He goes online and finds a website where he can stream the film for free over the unsecured hotel WiFi but it requires him to write a review and rate the film afterwards.</i></p> | <p>To understand what streaming, downloading and uploading are and to identify the associated risks including breach of copyright, risk of viruses or other malware, inappropriate content, poor quality picture or sound. The lesson introduces the concept of copyright and both the legal, practical and moral reasons to respect it. It briefly touches on plagiarism. It also addresses the issues relating to uploading content online and the difficulties of protecting learners' own copyright in original work. The extension activity encourages an analysis of terms and conditions of social media platforms and an exploration of fair use and creative commons licensing.</p> |
| <p>Scenario 7: Passcodes and Passwords</p> | <p><i>Taff left his phone with his cousin. Later, Taff checks his social media and sees that his cousin has pretended to be him and sent nasty messages to all his online friends.</i></p> | <p>This scenario recaps on the rules for creating strong, secure passwords and passcodes and why this is important. It also introduces other security measures that are available online, including biometrics, 2 factor authentications, Captcha and using secure websites for online transactions. It introduces the concept of disinhibition online and the consequences of this, including damage to reputation and friendships. It also encourages learners to identify the differences between banter and bullying and to avoid overstepping</p> |

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| | | the mark, recognising the ease with which unkind comments can spread online and the difficulty of undoing the harm. |
| <p>Scenario 8: Images (Sexting) - More Trouble than it's Worth</p> | <p><i>Taff has been sent a rude text message from his friend. Thinking it was a joke, Taff replies asking for a rude photo. He gets a rude message and photo back and starts to regret what he has done.</i></p> | <p>Scenario 8 addresses rude text or images (sexting), primarily from the perspective of the sender. It explores the pressures and motivations including peer pressure, disinhibition online, dares, jokes and to gain acceptance. The moral, legal and platform rules governing sexting are discussed as well as the consequences; legal, reputational and emotional. Learners are encouraged to identify how Taff might feel and what could make it easier to seek help in embarrassing situations. Emphasis is placed on the responsibility not to request or put pressure on others to provide rude images, not to create and send images themselves and never to onward share images that are received from others.</p> |
| <p>Scenario 9: Keeping Healthy Online Includes teacher advice sheet</p> | <p><i>Taff has spent so much time online that he has been unaware of what has been going on around him. He has been on his device whilst walking around and has bumped into lots of people on the busy city streets. How can Taff keep healthy online?</i></p> | <p>This lesson explores the positive and negative impacts of technology on health and wellbeing. It looks at the signs and effects of excessive screen time and ways to manage screen time. It also looks at the advantages and disadvantages of social media and explores the reliability of health & wellbeing apps and websites. Where to get help for emotional and mental health issues is addressed as well as how to support a friend. An extension slide explores the nature of online advertising and how it targets users based on their searches, profiles etc. The lesson offers the opportunity to discuss issues such as self-harm and suicide but only if a teacher feels that this is appropriate for their class. There is no direct reference to this in the student-facing material.</p> |
| <p>Scenario 10: Grooming – Be careful who you Trust Includes pre-lesson advice on safeguarding issues</p> | <p><i>Taff has had an argument with his Dad and updates his status online. He gets a private message from an online friend telling him he is right and not to listen to his parents. The friend offers to meet up and take Taff out for some fun. What should Taff do?</i></p> | <p>Scenario 10 builds on the introduction to grooming provided in scenario 5. It revisits the earlier learning and focuses on the dangers of meeting up in real life with an online friend, and the use of webcams in the grooming process. It encourages critical thinking about when something is not quite right as well as consideration of the types of online information that might indicate vulnerability. Learners are reminded that groomers are skilled at manipulating behaviour and because webcam communication is immediate, it can lead to hasty decisions. They should know that it is not their fault if they are targeted, that they will be treated as victims and should always seek help, including for friends if they recognise that they are showing signs of being at risk.</p> |
| <p>Scenario 11: Growing Up Online</p> | <p><i>Emily is starting to think about college and a part time job. She regrets some</i></p> | <p>This lesson has a focus on how online behaviour can affect our future prospects. A review of the benefits and disadvantages of the internet leads to a review of</p> |

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| | <p><i>of the things she has done online. Emily is worried about what can be found out about her and who can find it. How can Taff help her?</i></p> | <p>earlier learning about digital footprints and safe sharing. Learners reflect on the type of content that might positively or negatively affect their reputation, who contributes to their digital footprint, who might look for their digital footprint and how and why. It considers the challenges of maintaining a positive online reputation and looks at ways of removing unwanted content online. It recognises that removal can be difficult and time consuming and therefore prevention is the best approach. It concludes with a review of good digital citizenship.</p> |
| <p>End: Rapid Fire Quiz</p> | <p><i>List of quiz questions</i></p> | |