

TOWN 10-14 years	Scenario Details	Brief Summary of Lesson
<b>Introduction: Rapid Fire Quiz</b>	List of quiz questions	
<b>Scenario 1: Digital Footprint</b>	<i>Taff receives a message over Facebook from a photographer. He asks if he can meet and take some photographs of Taff for his gaming website.</i>	This lesson explores how the information in our digital footprint can be used, not just to make contact with us but, to facilitate befriending/grooming. It reviews learning from earlier levels about what information should be kept private, how information about learners might be found online and the different ways of messaging online. It encourages learners to be sceptical of contact from new people online, to question their motives and to be alert to a situation that seems too good to be true or not quite right. They will consider how to respond safely and how to reduce the risk of contact.
<b>Scenario 2: Junk Email</b>	<i>Taff receives an email from an unknown email address. It invites him to follow a link to update his online gaming account details.</i>	This scenario introduces the concept of junk email or spam; how some is legitimate and harmless, but others may contain scams or harbour viruses or attempt to hack personal information. It looks at the fundamentals of emails and their various features. It discusses “links” and “attachments”, “botnets”, “malware” and “unsubscribe”. Learners are encouraged to view emails critically, to identify aspects which suggest they may be risky and to consider how to respond safely and ways of reducing the receipt of junk email.
<b>Scenario 3: Location Sharing</b>	<i>To play an online game Taff needs to share his location. Taff turns on his location and gets a game request from someone close by.</i>	Strategies for safe outdoor gaming are encouraged in this lesson by exploring the concept of connectivity and how connected devices can share information about us and our habits. The advantages and disadvantages of the “Internet of Things” is discussed. It also explores the nature of “app permissions” and how features such as “location settings” use GPS data to accurately pinpoint our position and how this can be set or disabled on devices. Learners are introduced to safe strategies to respond to contact from new people online.
<b>Scenario 4: Extreme Promises Part 1</b>	<i>A new online friend sends Taff an email that upsets him. It shows a video of sad animals and asks for money to help them. He promises Taff</i>	Part 1 introduces the persuasive techniques that people online may use to try to influence behaviour. These include playing on emotions; untrue, exaggerated or manipulated statements or images; and false promises. It looks at the meaning of “extreme” and how to critically assess statements and persuasive language – it is

	<i>that he can come and see the animals if he shares this email with all his friends.</i>	fact, opinion or belief? Learners are encouraged to be sceptical, to question the motives of the sender, to identify warning signs and to consider ways of fact checking as well as how to safely respond to the email.
<b>Scenario 4: Extreme Promises Part 2</b>		Part 2 uses the same scenario to build on Part 1 and explore issues of Radicalisation and Extremism. It can either be used for this age group, or if more appropriate, used as an addition to the City level games. It introduces the fundamental British Values: democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths. It explores the difference between strongly held views and extremist views, acknowledging that it is normal for people to hold strong and opposite opinions on controversial issues but to reach an opinion, it is important to consider the arguments on both sides and to respect the views of people who disagree with us. The use of the internet to promote extremist views is recognised and safe strategies for responding are discussed.
<b>Scenario 5: Video Chats Pre lesson teacher advice on safeguarding, sexting and related issues.</b>	<i>An online friend on Skype threatens to stop talking to Taff. To keep his friend, Taff live streams a rude video he should not have sent.</i>	This lesson looks at video chat and live streaming, focusing on the pressures that can be applied to share rude images and the consequences of doing so. It explores the nature of friendship, trust and what is and is not appropriate to share with others as well as the laws governing indecent images. Live streaming is immediate, and children can feel disinhibited online leading to poor decision making. They will be encouraged to always pause and think about the consequences of their actions, to resist pressure from others and to practice a polite but firm refusal via role play. Ways of seeking confidential help in embarrassing situations is also addressed.
<b>Scenario 6: Online Bullying (Teacher advice notes on laws affecting online communications.)</b>	<i>An online friend says that he has secretly recorded a video of Taff crying and threatens to share it online unless Taff shares rude photos of his sister.</i>	This lesson explores the nature of friendship, how to manage difficulties with friendships and why people bully. Children will explore types of online bullying and how it differs from offline bullying. They will learn how to respond to bullying and how to report it. They will also develop an understanding of the potential long-term effects of bullying and how bystanders can support victims.
<b>Scenario 7: Online Gaming</b>	<i>Taff is invited to join an online gaming group. To remain part of the group, he must disrupt the online game play</i>	This scenario revisits the concept of the good digital citizen. Taff faces a dilemma in his online gaming and learners consider the impact that our online choices have on others. It looks at the issue of “griefing” – deliberately stirring up trouble in a game either through provocative language or disruptive game play. It explores

	<i>of others and cause some serious grief online.</i>	the choices that Taff has, the risks of playing with griefers, the consequences and the concept of fair play as well as the ability to report poor behaviour to online platforms. The extension activity explores the rules/codes of conduct which govern online games.
<b>Scenario 8: Clickjacking</b>	<i>Taff clicks on an email video link showing how to earn money testing computer games. Unknowingly he downloads a virus to the family computer.</i>	This lesson explores how to respond safely to tempting emails and online offers. It discusses the concept of a 'Click Jack' (a tempting link that tricks users into clicking on something different from what they expect). It looks at the risks of malware and how it can compromise our personal information and online accounts. It encourages a sceptical approach to persuasive language or unknown emails and helps develop safe online behaviour including, resisting clicking links or entering personal information and seeking help from a trusted adult where necessary.
<b>Scenario 9: Fake Profiles</b>	<i>Taff gets a strange Skype message inviting him to a private video chat using his webcam. The person says she is the same age as Taff and likes to play games online.</i>	This scenario builds on previous learning in Sc 1 and encourages an awareness that not everyone online is who they say they are. It explores the difference between "false" and "fake" and looks at the reasons people may create fake profiles. It teaches some ways to spot, question and respond safely to new people online, encouraging a sceptical approach and an awareness when something might not seem quite right.
<b>Scenario 10: Pop-Up Messages - A risky gamble</b>	<i>Taff is surfing the web and clicks on a pop-up advert from a gambling website. Taff gets lucky and wins, but to claim his cash prize he must create an account.</i>	This builds on learning about pop-ups from scenario 8 and introduces the topic of how free online services such as search engines and social media are funded. An appreciation of the value of our personal data to online companies and how it is analysed for advertising purposes helps learners to understand why they may be targeted with ads and pop-ups. This scenario also addresses gambling, the age limits, addictive nature of it and briefly touches on the negative consequences. This lesson may support other lessons on addiction and risk taking, odds and probability in the numeracy curriculum and using online search technologies effectively in the computing curriculum.
<b>End: Rapid Fire Quiz</b>	<i>List of quiz questions</i>	